Ukrainian Language Arts

Kindergarten–Grade 3

Guide to Implementation

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Introduction

Chapter Summary

Benefits of Second Language Learning
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Brain Research and Second Language Learning
Bloom's Taxonomy

Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

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A Means of Communication

Ukrainian is spoken by more than 50 million people in the world living in places such as Ukraine, Russia, Poland, Argentina, Brazil, Canada, the United Kingdom and the United States of America. Ukrainian is closely related to other Slavic languages and since there are almost 300 million people in the world who speak a Slavic language, Ukrainian can be an important key to communication in many parts of the world. Speakers of Ukrainian can communicate in many countries in Europe; i.e., Belarus, Bosnia, Bulgaria, Croatia, Czech Republic, Macedonia, Poland, Russia, Serbia, Slovakia and Slovenia. Learning Ukrainian therefore opens many doors for communicating with others around the world.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own communities. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there's something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literature in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

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The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

Purpose of This Guide

This guide to implementation is intended to support the Kindergarten to Grade 3 portion of the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies. It was developed primarily for teachers, yet includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Ukrainian language arts program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/com/interlang/ukrainian.aspx.

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members
- plan for instruction and assessment that support student achievement of the learning outcomes

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- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Understanding the Learner

The Nature of Kindergarten to Grade 3 Learners

The Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies is a student-centred curriculum designed to support the language learning of students in the Ukrainian bilingual program in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

The term **bilingual programming** is used to describe a partial immersion program where English and a second language are both languages of instruction. In bilingual programming, language arts is taught either in English or Ukrainian. Cultural knowledge, skills and attitudes are often taught using an integrated approach.

Teachers of the Ukrainian language arts program need to view their students in a holistic manner, and keep in mind that these learners can also be viewed from a variety of perspectives. Foremost, students in this program need to be considered as **learners** with many of the same developmental characteristics, abilities and individual needs as mainstream students. Furthermore, students must be considered as **second language learners**, necessitating a close examination of the unique needs, characteristics and influences that affect their language learning. Students should also be considered as **learners of the Ukrainian language**. Finally, teachers, parents, administrators, community members and others need to be aware of the fact that these learners are **learning Ukrainian in a Western Canadian context**.

Elementary School Learners

Language and literacy development begins with a child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Elementary school learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience in meaningful contexts. Social interaction is also a vital part of students' social, emotional, intellectual and linguistic development.

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In the early years, there is a dramatic growth in students' listening, speaking, reading and writing vocabulary. In the first language (usually English), most students move rapidly along a literacy continuum from emergent literacy to independence in reading, writing, viewing and representing. An increased vocabulary and a growing ability to consider other points of view greatly improve students' oral and written communication skills.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In their early years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Kindergarten to Grade 3 level requires a unique classroom culture and climate that is different from those required for older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of the students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

The Second Language Learner

The Ukrainian bilingual program in Alberta meets the needs of a wide range of learners. Currently, most students enter these programs at Kindergarten or Grade 1 with little or no previous exposure to the Ukrainian language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Ukrainian language experience, while others enter with a strong proficiency in Ukrainian or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Ukrainian language arts classrooms.

The Ukrainian Language Arts Kindergarten to Grade 9 Program was developed with the assumption that the majority of students entering the program at the Kindergarten or Grade 1 level would have little or no previous exposure to the Ukrainian language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instructions, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

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Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Ukrainian or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors that Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of the factors that are most relevant for language learners in elementary school settings:

Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other eight factors to optimize whatever aptitude exists.

Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have a greater exposure to the language over time.

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Motivation	Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.
Planning	In her research, Tokuhama-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language arts program.
Consistency	Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language arts programs in a way that provides for well-sequenced and consistent language learning opportunities.
Opportunity	A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language arts programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in related extracurricular activities.
Linguistic Relationship among Languages	The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn due to similarities in grammar, vocabulary and sound systems and the ease of transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.
Gender	There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.
Hand Use	Most people have their main language area of the brain in the left frontal and parietal lobes, but, inexplicably, 30 percent of those who write with their left hand and 5 percent of those who write with their right hand may actually have language spread out over a greater area. This is not to say that these individuals are better at second language learning than others, but rather that they may favour different teaching methods.

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Ensuring Student Awareness and Use of Strategies

➔ **For more information ...**

Ukrainian Language Arts K–9 Program of Studies

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies.

Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language arts classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned; e.g., similarities and differences related to the sound system, grammar structures, vocabulary and discourse features.

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Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

Learning the Ukrainian Language

There are significant differences between the English language and the Ukrainian language and educators and parents should be aware of the challenges faced when learning Ukrainian.

The Ukrainian language is printed and written in the Cyrillic alphabet. The Ukrainian alphabet consists of 33 Cyrillic letters rather than the 26 Latin letters used in the English alphabet. A few Cyrillic letters are similar to certain Latin letters both in appearance and in the sounds the letters represent; however, there are some Cyrillic letters that look like Latin letters, but stand for sounds quite different from those represented by the Latin letters. As a result, many younger students confuse the Latin and Cyrillic letters and transfer incorrectly between languages.

Ukrainian is a language with a highly consistent sound–symbol correspondence and each letter, with few exceptions, represents only one sound. Most students who study the Ukrainian language find this to be an advantage. There are 11 vowels and 22 basic consonants in Ukrainian. The vowels are either simple or iotized. All Ukrainian vowels are plain; there are no diphthongs, and all but the Ukrainian *o* are pronounced approximately as in English. Ukrainian consonants can be distinguished from English consonants in that two sets exist—hard and soft (nonpalatalized and palatalized). The softening sign may also change the sound of certain consonants. Of the hard consonants, some are pronounced differently in Ukrainian than in English; e.g., т, д, л, с.

While stresses are usually not indicated or included in Ukrainian print materials in words with more than one vowel, only one of the vowels in a word is stressed. There is no general rule to follow; therefore, students must learn which vowel is stressed when they are introduced to a new Ukrainian word. It is important for teachers to provide students with oral models of these stressed accents.

In terms of grammar, Ukrainian has a complex morphology. Ukrainian, like German and Latin, is an inflected language. This means that nouns, adjectives and pronouns must have case endings to indicate their function (subject, object or indirect object) in a sentence. English is not an inflected language; therefore, students require considerable time and practice to acquire grammatical understanding in **modelled**, **structured** and **unstructured** situations.

Sources for the information in the Learning the Ukrainian Language section: Assya Humesky, *Modern Ukrainian* (Edmonton, AB: Canadian Institute of Ukrainian Studies, 1980) and George Duravetz, *Conversational and Grammatical Ukrainian, Level I* (Revised Edition) (Toronto, ON: Ontario Modern Language Teachers Association, 1977).

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In Ukrainian, verbs are conjugated to denote person, number, voice, tense and mood. This is more complex than in English; therefore, more attention will need to be devoted to teaching and practising Ukrainian conjugation patterns.

On the whole, Ukrainian and English do not share many cognates. Cognates are words in one language that are similar in form and meaning to words in another language. French and English, for example, share many cognates. Many of the cognates that do exist in Ukrainian are words that have been borrowed from other languages. With advances in technology, for example, many more words are being accepted into the Ukrainian language that are cognates and may be recognizable to students.

It is important to understand that additional time is required for students with English as a first language to develop fluency in Ukrainian because of its complexity and unique characteristics. The American Council on the Teaching of Foreign Languages classifies Ukrainian as a Group 3 language—one that requires more instructional time to achieve professional working proficiency (Alberta Education 1997). It is important for educators, administrators and parents not to be too hasty in comparing the language proficiency of Ukrainian bilingual students with those of other bilingual language programs.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: The ability to read, write and communicate with words.

Logical-mathematical Intelligence: The ability to reason and calculate.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.

Musical Intelligence: The musical ability highly developed by composers and top musicians.

Interpersonal Intelligence: The ability to relate to others, used by salespeople and psychologists.

Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs.

Natural Intelligence: The ability to learn by exploring nature.

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The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment**.
- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because lyrics combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

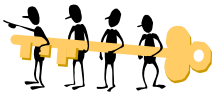
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Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic 	dancing, building models and engaging hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.

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Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical 	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal 	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal 	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Natural  	observing, classifying and appreciating	How can I relate students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

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Brain Research and Second Language Learning

Diane Larsen-Freeman (2000) observes that "the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language" (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning**: "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

Brain-based Learning Theory

Brain-based learning theory asserts that all humans are born with the ability to learn. "Although all learning is brain based in some sense … brain-based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology**: Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.
2. **The brain is social**: We always search for ways to belong to a community and seek interaction with others.
3. **The search for meaning is innate**: We strive to make sense of our experiences.
4. **The search for meaning occurs through patterning**: We categorize our experiences so we can establish patterns and bring order to our world.
5. **The brain is a parallel processor**: It can perform several different activities at the same time.
6. **Emotions are critical to patterning**: Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
7. **The brain processes parts and wholes simultaneously**: The brain is designed to perceive experiences as both separate and interconnected.

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8. **Learning involves both focused attention and peripheral perception**: Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.

9. **Learning always involves conscious and unconscious processes**: Unconscious processing is ongoing and contributes significantly to understanding.

10. **There are at least two different types of memory**: Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we "store and retrieve"; it is based on what we encounter in our natural, daily experiences.

11. **Learning is enhanced by challenge and inhibited by threat**: Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or over stimulation cause our brains to "downshift."

12. **Each brain is unique**: Although our brains share physical characteristics, we each perceive and react to the world differently.

Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, "equality" in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process what and how they have learned through reflection and metacognition.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

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Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• Arrange lines of dialogue • Fill out authentic forms in Ukrainian • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from a Ukrainian culture • Define words • Listen to and paraphrase in English a conversation heard in Ukrainian • Draw pictures from verbal information of a Ukrainian cultural scene or object • Understand text written in Ukrainian
Application Students apply the information in one or more contexts.	• Dub cartoons or television shows • Instruct others to prepare a Ukrainian cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation • Interview classmates on their daily activities • Plan a menu for occasions typical of Ukrainian culture • Make shopping lists for various Ukrainian cultural or social events • Apply rules of cultural protocol for dining in Ukraine • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic materials • Analyze a scene from a Ukrainian culture • Find evidence to support opinion • Compare own customs with Ukrainian customs • Conduct a survey and analyze the results • Analyze typical foods of Ukrainian culture for nutritional value • Identify the best route to a historic site important to Ukrainian culture • Play the role of a tourist who bargains in Ukrainian for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues in Ukraine • Predict future events • Write a diary of an imaginary trip • Extend a story • Hypothesize reactions to different situations based on Ukrainian cultural beliefs • Compose a poem, skit, role play or advertisement • Create hypothetical real-world situations in Ukrainian culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative Ukrainian cultural products • Give and support opinions about issues • Evaluate television shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Ukrainian, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate Web pages as sources of information in Ukrainian

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

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Chapter 2
Language Arts Instruction

Chapter Summary

Literacy Development
The Six Language Arts
Early Intervention
Language Cueing Systems
Grammar in the Ukrainian Language Arts Classroom

Literacy Development

Literacy development is continuous throughout a person's life, beginning with his or her earliest experiences with language. Observations of students show that the development of oral language, reading and writing are interrelated processes, and students learn to read and write concurrently. Students will initiate activities with paper, pencils, crayons, books and magazines, and will spontaneously assume the roles of writer and reader in their daily play.

In emergent literacy, students actively engage in acquiring language and in constructing their own understandings of how oral and written language work. They experiment with these understandings, testing them in verbal interaction with their parents and other adults. As parents and other adults demonstrate reading and writing in purposeful, meaningful ways, students come to expect meaning from print. Studies show that students who are early readers have been read to extensively by their families. By the time they are two or three, many children can read environmental print such as familiar traffic or safety signs and symbols, restaurant names, or words they see in the media.

Teachers recognize that students bring to school a range of literacy experiences and knowledge that can be built upon in the classroom. Students' knowledge about print expands quickly as they participate in meaningful and genuine experiences with reading, listening, talking, viewing, representing and writing in the classroom. Teachers foster early literacy development by reading to students daily, by

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providing guided reading, writing and representing activities from the first day of school, and by actively promoting literacy growth at a level appropriate to each student's development.

Stages of Literacy Development

In the elementary grades, there is dramatic growth in students' listening, speaking, reading and writing vocabularies. Most students move rapidly along the literacy continuum from pre-conventional literacy to fluency in reading, writing, viewing and representing. An increased vocabulary and growing ability to consider other points of view greatly increase students' oral and written communication skills. Their speech becomes more fluent, and they are capable of interactive, reciprocal conversations with teachers and peers.

By conversing with students, teachers can extend and expand these conversations. Teachers can facilitate discussions among students by encouraging them to express their opinions, ideas and feelings. These social interactions play an important role in learning. Conversing about their learning strengthens students' abilities to express themselves, to construct meaning, to reason and to solve problems. As they gain a greater control of language, students use it to think and to influence others' thinking. Teachers demonstrate respect for students' ideas by listening and responding attentively to them. It is important to provide small and large group activities in which students listen actively to peers and ask and respond to questions, to extend their developing communication skills and facilitate their cognitive development.

Young students learn about print and develop strategies for reading and writing from their independent explorations of written language, from interactions with teachers and peers, and from observation of others engaged in literacy activities. They learn about oral, literacy and media texts in the same way.

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Stages of Literacy Development

	PRE-CONVENTIONAL	EMERGENT
	Kindergarten students are typically *pre-conventional* or *emergent* readers and writers.	**Grade 1 students are typically *emergent* readers and writers, with most becoming *early* readers and writers by the end of the year.**
Knowledge of written language	*The student*: • knows reading and writing are things people do for some purpose • is aware of visual aspects of written language; e.g., the looping characteristics of cursive writing • is aware of some forms of print; e.g., letters, especially capital letters • knows books contain stories • may not realize that print "tells the story" • knows books are sources of information and enjoyment • knows front-to-back directionality • is beginning to develop phonological awareness; e.g., syllabic awareness.	*The student:* • understands the alphabetic principle • understands writing as "talk written down" • understands that text, as well as illustrations, carry the message • is aware of some forms or genres; e.g., labels, stories • is learning letter names • is developing awareness of left-to-right directionality, capitals and punctuation • is developing awareness of the phonetic principle (that there are consistent sound/symbol relationships) • is developing awareness of onsets and rimes; e.g., c-at; br-ing • is developing phonemic awareness; e.g., b-r-i-ng.
Reading processes and skills	**Pragmatics** • reads pictures rather than print (moving from labelling to telling the story) • approximates some environmental print, such as signs and labels, in context • relies on another person to read the text aloud • sometimes uses "book language" in retellings and play	**Pragmatics** • begins print-governed reading • uses pictures to predict text **Semantics** • is growing in ability to predict meanings • is developing strategies to check predictions against other cues, such as the illustration and the print itself **Syntax** • is developing an awareness of syntax and uses this to construct meaning **Graphophonics** • is establishing directionality in tracking print from left-to-right and top-to-bottom • tries to match voice and print while reading (spoken words to written words)
Writing processes and skills	**Pragmatics** • combines drawing and writing, with the drawing conveying most of the meaning • may not intend to convey a particular message • may ask "What does this say?" of own writing **Graphophonics** • may use non-conventional forms, including "loopy" writing and/or letter-like forms • may produce some conventional letter forms (especially capital letters) • may write familiar words, such as own name, Mom, Dad • may write with non-conventional directionality • may use one symbol to represent one syllable (no phonetic correspondence)	**Pragmatics** • combines drawing and writing, with writing supporting and supported by the picture **Semantics and Syntax** • can write a caption or label to accompany drawing • may read the "gist" of own writing rather than exact words • writes words, phrases or simple sentences **Graphophonics** • makes letters that are mostly conventional • matches some letters to speech sounds, moving from initial consonants to most consonants to inclusion of vowels to all phonemes represented • uses a letter name strategy • may use some non-conventional word spacing

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Stages of Literacy Development (continued)

EARLY	FLUENT	
Grade 2 students are typically *early* readers and writers.	**Most Grade 3 students are *fluent* readers and writers by the end of the year.**	**Knowledge of written language**
The student: • understands writing can stand alone to convey meaning • begins to understand writing as "ideas written down" • understands the importance of a self-improving system in progressing as a reader • is aware of more genres; e.g., notes, poems, lists • knows letter names • is aware of phonemes in spoken words • is increasing in knowledge of spelling patterns • is gaining some knowledge of terminology; e.g., "letter," "word," "sentence" • shows beginning awareness of needs of an audience.	*The student:* • begins to understand writing as "ideas written down" • understands most graphophonic patterns (word families) • knows many writing terms; e.g., names of punctuation marks, paragraph • shows increasing awareness of needs of an audience/reader • is aware of an increasing number of genres; e.g., reports, descriptions • shows a beginning awareness of differences between speaking and writing.	
Pragmatics • uses pictures for checking rather than prediction **Semantics** • integrates a variety of cues to construct meaning (pictures, word meanings, context) • makes, checks and confirms predictions with semantic cues (knows when reading "makes sense") **Syntax** • makes, checks and confirms predictions with syntax (knows when reading "sounds right") **Graphophonics** • has a rapidly growing sight vocabulary • makes, checks and confirms predictions with visual (graphophonic) cues	**Pragmatics** • uses prior knowledge effectively to make predictions • can read a range of genres and for a variety of purposes • is able to read more demanding texts, including novels **Semantics and Syntax** • uses all the cueing systems in an integrated way to construct meaning (predicting, checking and confirming/revising) • has a variety of reading strategies for making and monitoring meaning **Graphophonics** • has extensive sight vocabulary (automatic recognition of many words)	**Reading processes and skills**
Pragmatics • combines drawing and writing; writing can stand alone to convey meaning • is able to read own writing • is beginning to write for different purposes • may be willing to make some changes in own writing **Semantics and Syntax** • can "think aloud" on paper, jot notes, keep a journal • can write three or more sentences in a logical sequence **Graphophonics** • uses invented spelling to write independently (with approximations becoming increasingly accurate) • spells an increasing number of words conventionally • uses some capitalization and punctuation	**Pragmatics** • can convey meaning in writing alone, when appropriate to purpose • is able to write for an increasing range of purposes • is developing ability to edit and proofread **Semantics and Syntax** • can choose words for particular effects • is beginning to develop "voice" as a writer • writes a full page or more • elaborates and supports ideas with relevant details • uses a variety of sentence lengths and structures **Graphophonics** • produces mostly conventional writing • uses classroom aids to check spelling during the proofreading stage	**Writing processes and skills**

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The Six Language Arts

➔ **For more information ...**

Chapter 4

The six language arts—listening, speaking, reading, writing, viewing and representing—are each complex cognitive and social processes that work together dynamically in literacy learning. In listening, reading and viewing, students construct meaning from texts created by others. In speaking, writing and representing, students construct meaning to communicate with others. None of the six language arts can be totally separated from the others in authentic learning situations.

Because the six language arts are so closely related and interrelated, they are mutually supportive. Listening, reading and viewing provide access to rich language models that help students learn new words and forms of expression. Speaking, writing and representing provide opportunities for students to use those words and forms, and to develop ownership for them. Developing skills in writing enhances students' reading and listening comprehension and their critical thinking skills.

Listening and Speaking

Oral language is the foundation of literacy. Speaking is fundamentally connected to thinking and exploring and creating meaning. Speaking to others brings our thoughts to conscious awareness and enables us to reflect on and analyze them. Conversation with others often helps us make sense of new information, for while we may sometimes construct meaning alone, we more often do so through collaboration. Students benefit from opportunities to rehearse their ideas orally. The classroom should be an inviting setting that promotes student talk.

Through talking and listening, students learn to understand who they are in relation to others. The ability to form and maintain relationships and to collaborate and extend learning through interaction with others is closely tied to listening and speaking skills. Students' fluency and confidence in speaking, listening and responding are integral to their identity and place in the community.

In the classroom, student talk (conversing, discussing, debating, questioning and answering) is the foundation upon which teachers build community and achieve progress in all curricular areas. Speaking and listening are woven through all learning and teaching activities in writing, reading, viewing and representing. Through talking, students verify their understanding and realize the ability to take ownership of their learning. Talk plays a major role in all language learning.

Viewing and Representing

Many students are avid and sophisticated consumers of visual media, and their familiarity with visual forms may facilitate literacy with other forms. Through experience, students may have an implicit understanding of visual media conventions—the unspoken ways in which meaning is represented, for example, how the passage of time is conveyed. Teachers can make use of this knowledge by creating links between conventions used in visual media and similar conventions used in written texts.

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Students need to learn the techniques and conventions of visual language to become more conscious, critical and appreciative readers of visual media, and more effective creators of visual products. They need to be shown that what a camera captures is a construction of reality, not reality itself. Students need to learn how to decide what is real and what is simulated. They need to learn that images convey ideas, values and beliefs, just as words do, and they need to learn to read and interpret the language of images. Many contemporary authors use the term *reading* to describe the process of decoding and interpreting visual texts.

Exposure to films and video productions increases the scope of students' experiences, much as written texts do, and they offer similar opportunities for discussion. Films also provide rich opportunities to explore the similarities and differences between visual and written language. Students may examine the effects of visual language cues; e.g., composition, colour and light, shadow and contrast, camera angles and distance, pace and rhythm, and the association of images with sound. They learn to identify point of view by following the eye of the camera. Whether interpreting a visual or written presentation, the reader may look at or be taught to appreciate elements such as pattern, repetition, mood, symbolism and situational or historical context. Students may enhance their own products and presentations by using visuals with written text and/or speech.

Studying strategies used by authors and illustrators helps students become conscious of the effects of visual elements in texts. Illustrations interact with words to enrich comprehension and can influence students' interpretations of information or ideas. Illustrations may show things that words do not or they may express a different point of view from the narrative. Visual cues such as colour, tone, shape, texture, line and composition all contribute to the construction of meaning.

Students may use visual representation for both informal and formal expression. Just as they talk and write to explore what they think and to generate new ideas and insights, students may sketch or doodle. Drawing or sketching may, in fact, be the first and most natural way for some students to clarify thinking and generate ideas. They may also use tools such as frames, mind maps, webs and other graphic organizers to comprehend parts and their relationships. Visual tools are especially useful because they can represent the nonlinear nature of the thought process and show relationships among ideas.

Students may use representations to express their mental construction and interpretation of ideas, theories or scenes in written texts. Events, ideas and information may be depicted in graphic organizers, storyboards, murals, comic strips or collages. After studying visual media, students make informed use of design elements in developing charts, slides, posters and booklets. Other creative forms of expression, such as music, drama, dance or mathematics, can be used to represent students' understanding of a topic or a concept.

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Reading

Reading comprehension is an active skill whereby the reader seeks out information for a reason. This means that reading comprehension involves not only deciphering and decoding written symbols, but also, and more importantly, constructing meaning from the printed word and interpreting it.

Like listening comprehension, students must first be presented with sufficient vocabulary in print form so that they can pull these words out of the text and attempt to build meaning from them. In the context of the units, a number of texts have been created or authentic texts have been used to provide students with the opportunity to read these words in context. To develop this skill, students are asked to pull out key ideas and some details and to categorize the information, while at the same time reading for a purpose.

To develop reading comprehension, students need to be taught how to use comprehension strategies to help deal with unknown words. Teaching them to look for cognates and word families as a means of building meaning is one way. Having students focus on visual clues, such as illustrations, photographs or charts, can assist them in building meaning. Teaching them to use the title and subtitles to anticipate the ideas that may be presented in the text helps to structure their reading. Using the context to predict the type of information or the categories of information that they might find in the text can help prepare students for reading the text. Reminding students to use reading strategies that they have developed in their first language will also assist them in becoming better readers.

Reading to Learn

The focus of instruction in the primary grades is on learning to read, but over time the focus shifts to reading to learn. This, ultimately, is why people read and why reading matters. To reach this goal, students need help in becoming deliberate and reflective readers. They need explicit instruction in comprehension and thinking skills that will enable them to obtain and remember important ideas from the text. They also need help in integrating information in the text with their prior knowledge to build on their learning and deepen their understanding.

The ease and speed with which a child progresses from learning to read to reading to learn will depend on several factors, including:

- exposure to a rich language environment in the preschool years, with plenty of storytelling, conversation, books and encouragement to ask and answer questions
- the quality and quantity of reading instruction in the early school years
- focused early intervention for those who are at risk of reading failure
- ongoing support from family and community.

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Effective Reading Instruction

Becoming a reader is a continuous process that begins with the development of oral language skills and leads, over time, to independent reading. Oral language—the ability to speak and listen—is a vital foundation for reading success. In every culture, children learn the language of the home as they observe, listen, speak and interact with the adults and children in their environment. This process happens naturally and predictably in almost all cases.

While developing oral language is a natural process, learning to read is not. Students must be taught to understand, interpret and manipulate the printed symbols of written language. This is an essential task of the first few years of school.

All students become fluent readers when they comprehend what they are reading, are able to communicate their knowledge and skills in a new context and have a strong motivation to read.

Teaching practices that support early reading achievement:

- Balance of direct instruction, guided instruction, independent learning and practice
- Large group, small group and individual instruction, discussion and collaboration
- Variety of assessment and evaluation techniques to inform program planning and instruction
- Integration of phonics and word study in reading, writing and oral language instruction
- An uninterrupted literacy block each day
- Parental and community involvement
- High-quality literature and levelled texts
- A variety of genres, narratives, informational texts and electronic media
- Authentic and motivating literacy experiences and learning activities
- Intervention for students at risk of not learning to read
- Supportive classroom culture and an environment that promotes higher-order thinking skills
- Effective classroom organization and management

Reading success is the foundation for achievement throughout the school years. There is a critical window of opportunity from the ages of four to seven for learning to read. Students who successfully learn to read in the early elementary years of school are well prepared to read for learning and for pleasure in the years to come. On the other hand, students who struggle with reading in grades 2 to 3 are at a serious disadvantage. Academically, they have a much harder time keeping up with their peers, and they increasingly fall behind in other subjects.

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Goals of Reading Instruction

Reading is the process of constructing meaning from a written text. Effective early reading instruction enables all students to become fluent readers who comprehend what they are reading, can apply and communicate their knowledge and skills in new contexts, and have a strong motivation to read.

There are three main goals for reading instruction:

- **Fluency** is the ability to identify words accurately and read text quickly with good expression. Fluency comes from practice reading easy books about familiar subjects. These texts primarily contain familiar, high-frequency words and few unfamiliar words. As students develop fluency, they improve in their ability to read more expressively and with proper phrasing, thus gaining more of the text's meaning.

- **Comprehension** is the ability to understand, reflect on and learn from text. To ensure that students develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills and higher-level thinking.

- **Motivation to read** is the essential element for actively engaging students in the reading process. It is the fuel that lights the fire and keeps it burning. Students need to be immersed in a literacy-rich environment filled with books, poems, pictures, charts and other resources that capture their interest and make them want to read for information and pleasure.

These three goals are interconnected, and the strategies for achieving them work together synergistically.

Knowledge and Skills for Reading

Students need to learn a variety of skills and strategies to become proficient readers. In the earliest stages, they need to understand what reading is about and how it works—that what can be spoken can also be written down and read by someone else. Some students will have already grasped the basic concepts before entering school, but many will need explicit instruction to set the context for reading. When students first experience formal reading instruction in school, they need to learn specific things about oral language, letters and words. They need to understand how print works, and be able to connect print with the sounds and words in oral language. Once they can demonstrate these skills, the emphasis shifts to developing fluency. Fluency at this level involves recognizing words in text quickly and without effort. This will allow students to read with increasing enjoyment and understanding. Fluency is critical if students are to move from **learning to read** to **reading to learn**. The role of elementary teachers, working as a team, is to move students from the earliest awareness of print to the reading-to-learn stage, where they will become independent, successful and motivated readers.

According to research, the knowledge and skills that students need to read with fluency and comprehension include:

- oral language
- prior knowledge and experience

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- concepts about print; phonemic awareness
- letter–sound relationships
- vocabulary
- semantics and syntax
- metacognition
- higher-order thinking skills.

These are not isolated concepts taught in a sequence—they are interrelated components that support and build on each other.

Oral Language
Children acquire most of what they know about oral language by listening and speaking with others, including their families, peers and teachers. Through experience with oral language, students build the vocabulary, semantic knowledge (awareness of meaning) and syntactic knowledge (awareness of structure) that form a foundation for reading and writing. Students who are proficient in oral language have a solid beginning for reading. This knowledge allows them to identify words accurately and to predict and interpret what the written language says and means.

Prior Knowledge and Experience
So that students can understand what they are reading, it is important that they come to the text with a variety of experiences that will allow them to appreciate the concepts embedded in the text. These experiences enable them to anticipate the content, and such anticipation leads to easier decoding of the text and deeper understanding of its meaning.

Prior knowledge and experience refer to the world of understanding that students bring to school. Research on the early stages of learning indicates that children begin to make sense of their world at a very young age. In many parts of Alberta, children enter school from a variety of countries and cultures. Thus their prior knowledge and experiences may differ considerably from those of their classmates and teachers, and they may find it difficult to relate to the context and content of the resources generally used in Alberta classrooms. On the other hand, they may have a wealth of knowledge and experiences that can enhance the learning of their classmates. Teachers need to be aware of students' backgrounds, cultures and experiences to provide appropriate instruction. By creating rich opportunities for all students to share prior knowledge and related experiences, teachers will engage the interest of students from various backgrounds and ensure that they will better understand what they read.

Concepts about Print
When children first encounter print, they are not aware that the symbols on the page represent spoken language or that they convey meaning. The term *concepts about print* refers to awareness of how language is conveyed in print. These concepts include directionality (knowing that English is read from left to right and top to bottom); differences between letters and words (words are made of letters, and there are spaces between words); awareness of capitalization and punctuation; diacritic signs (e.g., accents); and common characteristics of books (such as the front/back, title and author). Students can be taught these concepts by interacting with and observing experienced readers (including teachers and family members) who draw their attention to print and give them opportunities to demonstrate their understanding of the concepts. Teachers need to provide students with a variety of printed materials for practice.

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Phonemic Awareness
Students need to learn that the words they see are made up of sounds. This understanding is called phonemic awareness. Research has confirmed that phonemic awareness is a crucial foundation for word identification. Phonemic awareness helps students learn to read; without it, students struggle and have reading difficulties. Evidence also shows that phonemic awareness can be taught and that the teacher's role in the development of phonemic awareness is essential for most students.

For students to develop phonemic awareness, teachers need to engage them in playing with and manipulating the sounds of language. This can be accomplished through songs, rhymes and activities that require students to blend individual sounds together to form words in their heads, and by breaking words they hear into their constituent sounds. Blending and segmentation of speech sounds in oral language provide an essential foundation for reading and writing. Phonemic awareness prepares students for decoding and encoding the sounds of the language in print.

Letter–Sound Relationships
Building on a foundation of phonemic awareness and concepts about print, students are ready to understand that there is a way to connect the sounds they hear with the print on the page to make meaning.

Phonics instruction teaches students the relationships between the letters (graphemes) of written language and individual sounds (phonemes) of spoken language. Research has shown that systematic and explicit phonics instruction is the most effective way to develop students' abilities to identify words in print.

Vocabulary for Reading
Students need a broad vocabulary of words that they understand and can use correctly to label their knowledge and experiences. The breadth and depth of a student's vocabulary provides the foundation for successful comprehension. Oral vocabulary refers to words that are used in speaking or recognized in listening. Reading vocabulary refers to words that are recognized or used in print.

Vocabulary development involves coming to understand unfamiliar words and using them appropriately. It is a huge challenge for students to read words that are not already part of their oral vocabulary. To develop students' vocabularies, teachers need to model how to use a variety of strategies to understand what words mean; e.g., using the surrounding context or using smaller meaningful parts of words, such as prefixes or suffixes. Good teaching includes selecting material for reading aloud that will expand students' oral vocabularies, and providing opportunities for students to see and use new reading vocabulary in different contexts. Recent research on vocabulary instruction indicates that students learn most of their vocabulary indirectly by engaging daily in oral language, listening to adults read to them and reading extensively on their own. Research also shows that some vocabulary must be taught directly. This can be done by introducing specific words before reading, providing opportunities for active engagement with new words and repeating exposure to the vocabulary in many contexts.

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Even students who have a very extensive oral vocabulary may have great difficulty reading words in print because they have a small reading vocabulary. The reading vocabulary—often referred to as the sight vocabulary—is determined mainly by how many times a child has seen the words in print. Students who read a lot have a large pool of words they recognize immediately on sight; students who do little reading have a limited sight vocabulary. To increase their students' sight vocabularies so they can recognize a large proportion of the words in print, teachers need to focus their instruction and practice on the most commonly used words in the language.

Semantics, Syntax and Pragmatics

Although words alone carry meaning, reading for the most part involves the deciphering of phrases and sentences, which depends on both the words and how those words are organized. Therefore, it is important to spend instructional time not only on the meanings of individual words but also on the meanings of phrases and complete sentences.

Semantics refers to meaning in language, including the meaning of words, phrases and sentences. **Syntax** refers to the predictable structure of language and the ways that words are combined to form phrases, clauses and sentences. Syntax includes classes of words (such as noun, verb and adjective) and their functions (such as subject and object). Semantic and syntactic knowledge are important because they help students identify words in context and lead to deeper levels of comprehension. Beginning readers may not need to be able to define a noun or verb, but understand that a word can represent a thing or an action, depending on the context.

Teachers need to model correct sentence structures so that students can learn to anticipate these structures when reading print. Opportunities should be provided for students to become familiar with and use the specific terminology for basic parts of speech (e.g., noun, verb, adjective, adverb) to facilitate instruction. Teachers also need to familiarize students with a variety of language structures and encourage their use of longer, more complex sentences.

Pragmatics, which is introduced in the later primary years, is the study of how people choose what they say or write from the range of possibilities available in the language, and how listeners or readers are affected by those choices. Pragmatics involves understanding how the context influences the way sentences convey information. A sentence can have different purposes depending on the situation or context in which it is used. It can be a mere statement or affirmation, but it can also be a warning, a promise, a threat or something else. Readers with pragmatic knowledge and skills are able to decipher these different intents from the context.

Teachers need to show students how to use context clues that surround an unfamiliar word to help determine the word's meaning. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively. Context clues alone, however, are not enough; teachers will need to teach other word–meaning strategies to develop a student's ability to learn new words.

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Metacognition and Comprehension Strategies

Comprehension is the reason for reading. If readers can identify the words but do not understand what they are reading, they have not achieved the goal of reading comprehension. To gain a good understanding of the text, students must bring to it the foundational knowledge and skills of oral language, prior knowledge and experience, concepts about print, phonemic awareness, letter–sound relationships, vocabulary, semantics and syntax. They must integrate what they bring to the text with the text itself. To *read to learn*, students need to use problem-solving, thinking processes. They must reflect on what they know and need to know (metacognition) and draw on a variety of comprehension strategies to make sense of what they read.

Good readers plan and monitor their reading at a metacognitive level. What they are doing is thinking about the strategies they need to make sense of the text. When they run into difficulty, they evaluate their reading to determine the best strategy for improving their understanding of the text. Students who read at a metacognitive level know the strategies that affect their own reading; e.g., decoding hard words, connecting text with prior experience, understanding word meanings, identifying mean ideas, drawing inferences from the text and synthesizing information. These students use a variety of strategies to decode and understand text and know when and why to apply particular strategies. Their understanding of the text extends beyond the literal.

Writing

Written production is developed in a sequential fashion and begins with the copying of words, moving to the formulation of simple phrases and finally to the autonomous use of language to express personal ideas.

Writing is a powerful tool for communicating and learning. Young children's first explorations of print often occur in writing rather than reading. These explorations allow children to experiment with written language and construct understandings of literacy concepts. Students should be encouraged to write daily and to develop an understanding of audience, purpose and the meaning of their messages.

Effective elementary classrooms immerse students in books, visual images and the spoken word. A text-rich environment is important for all students, but for students who have little involvement with literacy events outside school, it is essential.

The most beneficial literacy experience for students in all grades is to be read to daily. Read-aloud sessions introduce students to texts beyond their own reading level and give them access to ideas, places and characters they might otherwise never meet. They also help students become familiar with story language and text structure. Students who have been read to will adopt and adapt the language of books when they write, retell a story, share information, represent a character or event, dramatize a scene or create a storyboard.

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A text-rich classroom provides students with a wide variety of texts that include oral, print and other media communications. Students should listen to poetry and engaging dramatic, expository and narrative texts. Teachers should supplement narrative and expository texts with appropriate types of literacy materials with which students are familiar in their personal lives. Students from other cultures, or students who speak a first language other than English, will benefit from seeing and hearing their own literature and oral traditions shared and valued in class.

A text-rich environment has visual appeal, with attractive posters, charts and "word walls." Different areas of the classroom are devoted to materials and equipment to encourage writing, viewing and representing through art and drama, listening to music and to story recordings, and reading—alone, with friends or with teachers. Student-published books are on bookshelves, student artwork and other representations are displayed, and works-in-progress are evident. Student-made books or posters that display photographs with captions provide records of past shared experiences and successes.

A text-rich environment that offers interesting reading, speaking, listening, viewing, representing and writing activities is important, but teachers must also use a variety of active, intellectually engaging strategies and methods of instruction. These strategies and methods include:

- reciprocal discussions in which students' ideas are taken seriously; e.g., examining problems, asking open-ended, thought-provoking questions and interacting informally
- sustained inquiry in which teacher and students select questions or topics to pursue as a group and individually
- explicit instruction in response to the observed needs of individual students
- incidental teaching, conferencing and informal instruction
- flexible grouping to promote literacy learning and social-emotional development.

Students need to follow a writing process to create acceptable products. This means that students need to brainstorm ideas, draft a preliminary plan, write a draft, edit it or have someone else edit it, revise the text and produce a final copy. It is important to note, however, that students should not be asked to create a text independently unless they have had ample practice in the fundamentals of the language needed to create a specific type of text and they have worked as a class in the creation of model texts.

In preparation for the evaluation of writing skills, students need to be made aware that language precision is important; that is, they will be evaluated on spelling, word order, appropriate vocabulary use and other grammatical elements that have been taught leading up to the creation of the text. The use of clear, concise evaluation criteria provides students with parameters so they can fulfill the requirements of the task successfully.

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Early Intervention

The Nature of Reading Difficulties

The foundation of good reading is the same for all students. All readers, regardless of their age, gender or aptitude, need to develop fluency, comprehension and the motivation to read to become successful readers. Students who experience reading difficulties are no exception. They too must develop a basic foundation for reading.

Most young students with reading difficulties have problems developing fluency. For these students, identifying words takes a lot of effort. Their reading rate is slow, their word identification is hesitant, and they over-rely on contextual cues for word identification. Because most of their cognitive or mental effort is spent trying to identify words, their comprehension suffers. The main prevention and early intervention strategies for these students are intensive preparation for literacy and targeted classroom instruction.

Even with effective classroom instruction, some students will need additional support or intervention. When targeted instruction has not resolved a child's reading difficulties, it may be necessary to consult with jurisdiction reading specialists or other specialized educational interventions.

Effective intervention requires that teachers recognize as early as possible those students who are experiencing reading difficulties, tailor instruction to address their needs, and provide supplementary instruction when necessary. If adequate screening and assessment procedures are in place, early intervention may begin even before formal instruction in reading. Interventions that are begun when students are very young have a much better chance of success than interventions begun later.

It is essential to identify reading difficulties early and to put appropriate intervention in place immediately. In this way, reading problems can be tackled before they become entrenched and before repeated failures affect the child's motivation and compound his or her difficulties in learning to read and write.

Characteristics of Successful Intervention

No one intervention works for all students with reading difficulties; however, interventions that succeed for many students have several characteristics in common, such as:

- more instructional time for students
- carefully planned assessment that allows for continual monitoring of the child's response and leads to modifications of the intervention when necessary
- teaching methods that are supported by research on how students learn to read and how they should be taught

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- considerable attention to the materials used (e.g., predictable, patterned, easy-to-more-difficult texts), with a focus on interesting and enjoyable texts at appropriate reading levels
- an array of activities (e.g., word study, reading, rereading and writing).

Successful interventions generally occur on a daily basis and may occur in focused, short blocks of time or in longer blocks, with appropriate accommodations in classroom instruction.

Successful interventions are strongly linked with regular classroom instruction, are supported by sound research, reflect an understanding of effective reading instruction and are culturally and linguistically appropriate for the individual child. It is critical that interventions be measured against these criteria, and that their effectiveness in helping students with reading difficulties are carefully assessed and monitored.

Early Intervention Strategies

Effective early identification and intervention will help prevent and significantly decrease reading difficulties for many young students and improve their prospects for success in school. However, even exemplary early intervention practices will not guarantee that severe reading difficulties are overcome. Some students will continue to need additional reading instruction and support to succeed in the later school grades.

As these students grow older and literacy increasingly becomes a vehicle for teaching, learning and evaluation, instructional and other supports that address their changing needs must be in place.

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Early Intervention Strategies for Addressing Literacy Problems

STRATEGY: ACTIVE PARTICIPATION	
Questions to Consider	Are there sufficient opportunities for the child's active participation in learning through: • engagement? • play? • representing? • reflection? How might engaged time be increased in ways that are meaningful to the learner? How might the learner develop more effective literacy knowledge and skills through literate engagement? How might the learner develop greater awareness of reading and writing processes and become self-regulated and motivated?
Possibilities for Action and Intervention	• Develop phonological awareness through language and literacy play; e.g., games with rhymes. • Develop awareness of purposes of print and "how print works" through increased reading and writing in the context of everyday routines and use of literacy materials in the dramatic play centre. • Devote increased time to reading and writing to develop word recognition and fluency. • Develop phonemic awareness and phonics knowledge through guided and interactive writing in small groups or one-on-one and increased independent writing (with invented spelling). • Ensure the use of appropriate reading materials for independent practice to develop fluency and comprehension. Provide patterned and predictable books but not the "decidable" texts that make reading harder. • Choose reading materials slightly ahead of the student's independent level for instructional purposes; increase difficulty gradually. • Provide a daily take-home reading program for extra practice. • Place increased emphasis on silent reading. • Make increased use of open-ended activities that allow students to communicate ideas in a variety of ways. • Use increased think-aloud during modelling of reading and writing. • Talk about thinking processes related to reading and writing; encourage students to talk about their own thinking. • Teach strategies to develop awareness and self-regulation of one's own reading and writing processes; e.g., retrospective miscue analysis, Goodman and Marek 1996. • Use miscue analysis, retellings and running records to determine how the student approaches reading and how to get the reader "on track." • Conduct a dynamic assessment to determine the type and degree of support the student needs to be successful. • Regularly analyze the student's independent writing to establish an ongoing assessment of the student's phonological awareness and knowledge of phonics.

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STRATEGY: LEARNING IN VARIOUS WAYS AND AT DIFFERENT RATES	
Questions to Consider	Are the learning experiences appropriate for the student's ways and rates of learning and particular learning needs? How might the student's rate of learning be accelerated? Does the program include a range of approaches? Is the content relevant to the student's interests and cultural background?
Possibilities for Action and Intervention	• Try a different instructional approach and new strategies. • Consider a reading style assessment • Use key visuals and graphic organizers. • Find topics of interest to the student to "hook" him or her on reading. • Use culturally relevant reading materials; e.g., First Nations tales for Aboriginal students. • Have students create their own reading materials by sharing personal stories and writing. • Use drama, music and movement to involve students in literature. • Use concrete materials and pictures to help students grasp abstract concepts. • Try tactile materials. • Use a variety of nonfiction as well as fiction materials. • Have students do "research" to learn information and write about what they have learned. • Increase instructional time, especially small-group and one-on-one. • Combine structure and routine with flexible responsiveness for students with special learning needs. • Consult the school-based team for possible assessments that might provide insights about the student's learning needs. • Consider ways that the environment might be adapted to better address the student's learning needs ("adapted" means that the learning outcomes remain the same but that some aspect of the instructional environment might be changed). • Consider ways that the curriculum might be modified to address the student's learning needs ("modified" means that the learning outcomes are changed in some way, either quantitatively or qualitatively, and an IPP is thus required).

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STRATEGY: LEARNING AS A PERSONAL AND SOCIAL PROCESS	
Questions to Consider	Does the instructional program help the student develop personal "ownership" of learning? Does the program allow the student to pursue some topics of personal interest? Does the program allow the student to make connections and construct meaning? Who might support the student in his or her learning? What kinds of groupings might be used to support the student's learning?
Possibilities for Action and Intervention	• Allow students some choice in their reading and writing. • Integrate learning of skills with meaningful contexts (real reading and writing). • Use onsets and rimes and spelling by analogy to help learners work with chunks of meaning and pattern (rather than letter-by-letter). • Use word-sorting and brainstorm-categorize activities to help students discern patterns. • Use brainstorm/cloze to help learners integrate cues. • Use strategies to activate prior knowledge and generate purposes for reading; e.g., KWL. • Use thematic units to develop ideas and vocabulary in an integrated way. • Use reading and writing for a variety of functions and in a variety of genres. • Try partner and collaborative activities. • Try older/younger buddies. • Use various cooperative learning techniques. • Balance group work and individual activities so students get sufficient independent practice. • Use a variety of instructional techniques, including scaffolding, guided reading, explicit instruction and emphasizing connections to real reading and writing while avoiding isolated exercises. • Design instruction according to the learner's needs, in small group or one-on-one instruction; e.g. interactive writing with one student. • Use flexible groupings for particular purposes. • Make learning explicit so students know what they are learning and why. • Encourage students to talk about their learning. • Encourage parental or guardian involvement in home literacy experiences.

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Language Cueing Systems

Students use a variety of cueing systems, along with background knowledge, to create meaning. To communicate effectively, students need to learn how to maximize their use of linguistic and textual cues.

Semantic Cues

Semantic cues refer to the meaning in language that assists in comprehending texts, including words, speech, signs, symbols and other meaning-bearing forms. Semantic cues involve the learners' prior knowledge of language, text and visual media, and their prior life experiences. Many of the conventions of visual media fall under the umbrella of semantic cues. Teachers can scaffold students' use of semantic knowledge by relating new concepts to concepts already familiar to students. Gradually, students independently relate new information to what is known and personally meaningful.

Morphological Cues

Morphological cues involve using the smallest meaningful units of the language to derive meaning from a word or text.

Syntactic Cues

Syntactic cues involve word order, rules, patterns of language, grammar and punctuation. For example, the position a word holds in a sentence can cue the listener or reader as to whether the word is a noun or a verb. Conversely, listeners and readers use their intuitive knowledge of grammar to predict what words are likely to appear next. Oral punctuation provides cues to meaning through rhythm, flow, pauses, intonation and voice modulation.

Graphophonic Cues

Graphophonic cues involve the letter–sound or sound–symbol relationships of language. Readers who identify unknown words by relating speech sounds to letters or letter patterns are using graphophonic cues. This process is often called *decoding*. Decoding is not, as the word may imply, a mechanical process but an essential means of making meaning. Graphophonic cues are used to support semantic, syntactic and pragmatic cues to help readers determine if a word is logical or makes sense. In early literacy development, some students over-rely on graphophonic cues and attempt to sound out every word. These students need to be encouraged to predict what word would make sense and fit in the sentence pattern or context.

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Textual Cues

Learners use textual cues such as titles, headings, subheadings, bold print, italics, captions and other text features to construct meaning. Learning to read graphs and charts is also part of the comprehension process. Text-structure cues give insight into the author's organizational patterns and thought processes in different types of texts, such as narrative, expository, dramatic and poetic. Students who learn to attend to textual cues are better able to comprehend, organize and remember information presented in texts than those who do not.

Grammar in the Ukrainian Language Arts Classroom

Elements of Grammar

Grammar is not introduced and taught as a separate component of the Ukrainian language arts program, but instead is integrated with other student learning. Linguistic Elements Outcome 6.1 of the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies outlines the grammatical components to be emphasized at each grade level. The suggested teaching and learning activities provide the context within which Ukrainian grammatical elements can be explored.

Contextualizing Grammar

The issue of how to deal with grammar and grammar instruction in the second language classroom has been the focus of considerable discussion in language teaching; however, there is increasing agreement as to what constitutes effective grammar instruction.

Effective grammar instruction:

- should be taught in context. Students gain insight into the structural elements of Ukrainian through the use of the language in authentic, meaningful and relevant contexts.
- should be integrated into daily teaching and learning activities and classroom routines. It should be integrated into all activities and across all subject areas.
- does not fragment language at the word or sentence level and neglect the discourse level.
- should be accurately modelled and students need frequent opportunities to practise these structures in a variety of different contexts and for a variety of purposes.
- facilitates communication. The emphasis in grammar instruction should remain on communicative skills that lead to the use of the Ukrainian language in a variety of circumstances. Although **language fluency** is a major goal of the Ukrainian language arts program, teachers also need to focus attention on **language accuracy** to avoid students' "fossilization" of language errors.
- should be purposeful and build on students' prior linguistic knowledge and experiences.

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- includes repetition and reinforcement of grammar rules and patterns, using concrete language experiences, across a broad spectrum of topics and themes.
- should be reinforced in a variety of ways to meet the various learning preferences of students.
- provides students opportunities to interact with one another in a non-threatening environment where they feel free to take risks and experiment with language.

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Chapter 3
Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
The Physical Environment
Understanding the Ukrainian Language Arts Outcomes
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of the program of studies.

Program of Studies

➔ **For more information ...**

Chapter 3
Understanding the Ukrainian Language Arts Outcomes

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they approach planning.

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year. A description of the general outcomes is included later in this chapter in the Understanding the Ukrainian Language Arts Outcomes section.

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Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Planning Considerations

Using the Guide to Implementation

The *Ukrainian Language Arts Kindergarten to Grade 3 Guide to Implementation* is designed to assist teachers as they plan for and implement the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies. The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Ukrainian classroom program.

The Grade Level Samples in Chapter 9 include teaching and learning activities and assessment strategies for each specific outcome from Kindergarten to Grade 3. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Ukrainian language arts education should strive to provide an intensive language learning environment, stressing high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs are accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

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Instructional Time

The instructional time spent in the specific international language varies from province to province and, sometimes, from program to program. *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12* presupposes that the following portions of the instructional day are allocated to instruction in the international language:

Kindergarten to Grade 6:	50%
Grade 7 to Grade 9:	30%
Grade 10 to Grade 12:	20%

When planning for instructional time in the Ukrainian bilingual program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that, whenever possible, the portion of the day allocated to instruction in the Ukrainian language be uninterrupted by English instructional time. It is crucial to block Ukrainian instructional time to maintain a strong linguistic environment.

Class Groupings

In some situations, students from two grades may have to be combined into one Ukrainian bilingual class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By organizing the classroom activities around a task or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on similar tasks or projects, expectations will be different for each grade or subgroup. Careful planning from year to year and across grade levels will ensure that students experience a variety of learning activities on a broad range of topics.

Ukrainian Program Collaboration

Successful bilingual programming is dependent on the support of all the partners in education. It is critical to have the active involvement of:

- school administration and staff
- parents of the students enrolled
- members of the community at large, particularly those who speak Ukrainian
- Ukrainian–Canadian community institutions and resource centres
- Ukrainian–Canadian cultural, educational and historic sites.

Ukrainian bilingual programs depend heavily on collaboration among stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, ministries of education, community members, members of Ukrainian-speaking communities, post-secondary institutions, Ukrainian cultural institutions and other stakeholders all play crucial roles in supporting Ukrainian bilingual programs. Teachers should ensure that opportunities for collaboration are maximized.

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In some regions, Ukrainian language education consortia can serve to facilitate ongoing communication and collaboration between groups and provide the support needed to ensure excellence in Ukrainian bilingual programs.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Ukrainian speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

Planning for Professional Development

Teaching in the Ukrainian language arts program demands a broad range of knowledge and skills, both in the Ukrainian language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Ukrainian language and to continuously improve their teaching skills.

Ukrainian language arts teachers will benefit from professional development opportunities to speak the language, to increase understanding of Ukrainian culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes

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- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Ukrainian language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Ukrainian print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community
- using contextualized vocabulary presentations and visuals such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

Prior Knowledge

The Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies assumes that students will have limited or no previous knowledge of the Ukrainian language upon entry. In situations where the majority of students do have previous knowledge of the Ukrainian language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Ukrainian language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

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Language of Instruction

Ukrainian language should dominate the classroom interaction, whether the teachers or students are speaking. Learners will sometimes use their first language, especially in the early stages of learning, but will favour the Ukrainian language as they gain more skill and knowledge. There may be some situations where a few minutes of class time in English will be used for reflection on the learning process or for the development of cultural understanding and skills.

Choice of Topics and Tasks

➔ **For more information ...**

Ukrainian Language Arts K–9 Program of Studies, page 3

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the subject-area content under study in the Ukrainian language. In the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies, three domains—the personal, the public and the educational—are suggested as possible organizers to guide the choice of tasks. The topics listed are not mandatory, but are intended to encourage teachers to provide a broad range of language learning experiences at every level.

Opportunities for Ukrainian Language Use and Real-life Applications

Frequent and intensive use of the Ukrainian language for meaningful purposes is crucial to the development of students' language abilities. Students in the Ukrainian bilingual program have ample opportunities to use Ukrainian throughout the school day for communication and for learning. It is very important that students use Ukrainian for a variety of purposes, including communication with other speakers of Ukrainian both in and outside of the classroom context. Pen pals, e-pals, guest speakers, family and community members can all provide opportunities for students to engage in meaningful communication using Ukrainian. A variety of media can be used to provide authentic and meaningful opportunities for language use for students in the Ukrainian bilingual program.

Students will be more successful Ukrainian language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Ukrainian language learning through meaningful contact with fluent speakers of the Ukrainian language and authentic texts.

Teachers can make use of other authentic materials, electronic communications and multimedia resources to support language learning. They can also facilitate student participation in exchanges (local, national or international), language camps, weekend immersion experiences, field trips or longer excursions. Schools or communities can be twinned, pen pals arranged and visitors invited into the school.

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Knowing the Students

➔ **For more information ...**

Chapters 4, 5, 6 and 7

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the areas of experience outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

➔ **For more information ...**

Chapters 5, 6 and 7

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language arts program.

Plan for Strategic Learning

➔ **For more information ...**

Chapter 4 (Guide) Program of Studies, pp. 53–57

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for Language Learning, Language Use and General Learning are explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Identify Instructional Strategies

➔ **For more information ...**

Chapter 4

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching strategies and the specific outcomes targeted.

Identify Assessment Tools

➔ **For more information ...**

Chapter 8

➔ **For blackline masters ...**

Appendix E

A variety of assessment tools ranging from informal observation to formal tests are planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessment tools focus on active involvement of the student in the process, determining if outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

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The Physical Environment

A Ukrainian language arts classroom's design and contents should be able to accommodate a variety of language learning activities. A permanent location is preferred, whether it is a special language room shared by several teachers or the Ukrainian language arts teacher's own classroom. This will provide learners with a sense of stability and familiarity. It reduces the Ukrainian language arts teacher's preparation time, as all materials can be displayed in the classroom as necessary and stored in one location. It also eliminates the inconvenience of transporting instructional materials.

Some important elements in establishing a rich environment for learning language and culture are:

- examples of meaningful and authentic environmental print, such as maps, advertisements, labels, brochures, posters and signs in Ukrainian, displayed around the classroom
- a reading centre or classroom library with a variety of reading materials in Ukrainian, such as books, magazines, newspapers, comics, maps and a computer with Internet access
- a writing area equipped with tools for writing, such as paper, pens, art supplies and computers
- a listening or oral centre equipped with recording equipment, audio recordings, read-along storybook sets, a computer with a microphone and Internet access
- a viewing area, which could include access to satellite television for viewing television programs from Ukraine, a DVD player for viewing DVDs in Ukrainian or a computer for using multimedia applications.

Understanding the Ukrainian Language Arts Outcomes

➔ **For more information ...**

Chapter 9: Grade Level Samples

For more information on the Ukrainian language arts outcomes, the Grade Level Samples in Chapter 9 identify the prescribed general and specific outcomes by grade from Kindergarten to Grade 3 that have been set out in the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies. In addition, Chapter 9 provides suggestions for instruction, assessment and the selection of materials and learning resources to assist educators as they work with students to achieve the prescribed learning outcomes.

The Seven General Outcomes

General Outcome 1
Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Exploratory language enables students to organize and give meaning to experiences. It enables students to share thoughts, ideas and experiences, and to express and acknowledge emotions. Exploratory language is the foundation of Ukrainian literacy learning. Students require many opportunities to listen actively and to speak with others. Students may also clarify their thinking through drawing,

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mapping, sketching, role-playing and writing. They learn to appreciate and incorporate the thoughts of others, and to express ideas and opinions with confidence. Describing and questioning observations, experiences and feelings and interacting with texts extends self-understanding and personal knowledge.

As students progress, they become increasingly competent at using exploratory language in all six areas of the language arts. They use exploratory talk, representations and writing to enhance their comprehension. Students connect prior knowledge with new information and experiment with ways to organize and manage information. They use it to analyze, evaluate and respond to various kinds of texts, and they use it in collaboration with others to contribute to the learning community of the classroom.

Exploratory language experiences provide opportunities for students to develop intellectually, socially and emotionally. Teachers facilitate students' abilities to explore thoughts, ideas, feelings and experiences when they:

- provide opportunities for students to engage in exploratory Ukrainian language in environments that encourage risk taking and an appreciation of diverse ideas
- value students' preferences and experimentation in expression
- provide a Ukrainian language-rich environment with access to books, media texts such as films and audio recordings, pictures, artifacts, and a wide range of Ukrainian language experiences
- teach students a wide range of forms of expression appropriate to their learning styles and developmental levels
- teach students a wide variety of interaction skills and strategies that contribute to purposeful exchanges of ideas, thoughts and feelings
- help students develop a sense of ownership in their Ukrainian language learning by guiding students through the processes of goal-setting, self-monitoring, self-reflecting and celebrating Ukrainian language arts progress and achievements
- provide regular opportunities for reading and writing real texts in Ukrainian for real purposes.

General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Comprehending and responding are both acts of constructing meaning. Listeners, viewers and readers make meaning by interacting with a text and constructing their personal understanding of the information or ideas presented by the author. Students engage in speaking, writing or representing to compose or construct meaning in an effort to communicate or to express themselves.

Students learn to use a variety of comprehension strategies before, during and after interacting with oral, literary and media texts. They access prior knowledge, preview, ask questions, make predictions and set purposes. While interacting with texts, students make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, creating, analyzing, synthesizing and

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evaluating. Effective literacy learners are able to apply a wide range of strategies in a flexible way as they construct meaning and develop creative and critical thinking skills.

Comprehension is a complex and dynamic process of constructing meaning that must be learned and practised in meaningful literacy contexts. Students must become familiar and comfortable with processes that allow them to construct meaning using the various cueing systems available in oral, literary and media texts. Students benefit from explicit strategy instruction and practice in using a wide variety of texts. This is essential for enabling students to achieve fluency and develop a repertoire of active comprehension strategies.

Students need many opportunities to respond personally and critically and to make connections to text. Students learn to recognize and use text structures and features, and develop an understanding of genres and forms. In exploring the world of children's literature, students learn to appreciate the beauty and artistry of text. It is important to expose students to Ukrainian and Ukrainian–Canadian literature for young people and to provide opportunities for students to respond to literature by crafting their own texts.

Teachers facilitate students' abilities to comprehend and respond personally and critically when they:

- provide a literature-rich environment with a variety of oral, print and other media texts
- assist students in making connections between texts and self, and model and encourage both personal and critical responses
- select appropriate and engaging instructional materials and help students select materials at appropriate levels
- assist students in developing an understanding that listening, viewing and reading are active and dynamic processes that require attention, engagement and flexible use of strategies
- provide instruction and opportunities to use semantic, syntactic, graphophonic and pragmatic cueing systems associated with reading, listening and viewing text in authentic Ukrainian language learning experiences
- provide formal and informal interactions with peers that include the sharing of responses and exchanges about issues encountered in oral, literary or media texts
- encourage students to develop personal preferences for a variety of genres, storytellers, writers, illustrators, filmmakers and other artists
- allow students to choose the materials and encourage ownership of the comprehension and response processes through reflection and goal setting
- support students in expanding their choices of materials and learning experiences and encourage them to comprehend and respond by setting goals and reflecting on their literacy development process
- ensure students have a balance of narrative, poetic, dramatic and expository (informational) texts for personal and critical response and inquiry
- create a caring and inclusive classroom community that encourages risk taking, values responses and appreciates the efforts of others.

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General Outcome 3
Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Managing ideas and information is important in the home, school and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills and strategies effectively to manage, organize and evaluate the increasing amount of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning. The inquiry process embodies the attitudes of questioning, searching and problem solving and is cyclical and recursive in nature. Students learn to activate prior knowledge, ask questions, define directions for inquiry and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions and discover additional areas for inquiry.

Students enhance their ability to manage ideas and information by encouraging, supporting and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their goals. After interacting with a variety of text forms and genres, students learn to comprehend, interpret, analyze and communicate with others. They gradually learn to consider factors such as author, purpose, audience and source. Technology also enhances students' opportunities to access, create and communicate ideas and information.

Teachers facilitate students' abilities to manage ideas and information when they:

- assist students in developing questions and plans for research and inquiry
- guide students to develop realistic project proposals, time lines and deadlines
- provide opportunities and instruction to access prior knowledge, use exploratory language to develop a topic, focus an inquiry and explore relationships among content, purpose, audience and form
- initiate curriculum-related inquiry and topics and encourage students to pursue areas of personal interest related to topics
- model and provide opportunities for practice in reflection and self-questioning when identifying inquiry needs and sources
- model and provide opportunities to practise making, using and revising inquiry plans
- model and provide instruction in note taking and other skills and strategies for gathering and recording information and in using specific sources effectively
- encourage students to share inquiry findings and insights with peers
- provide opportunities for students to obtain direction and feedback throughout the inquiry process
- provide guidelines and instruction for presenting inquiry findings to others
- guide and encourage reflection on the inquiry process and on developing new questions and setting goals for subsequent inquiries.

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General Outcome 4
Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

In school and in daily life, students are expected to communicate ideas and information using well-organized, clear and increasingly more precise language. They use artistic language to compose, to express who they are and what they feel, and to share their experiences and stories with others in a variety of oral, literary and media texts. Speaking, writing and representing are all ways of constructing meaning when communicating with others. Composing or authoring, whether for oral, written or visual text, requires students to focus on clarity, artistry and the use of conventions.

In the initial stages of the composition process, students may use exploratory language to develop ideas and focus thinking. Initial drafts are revised several times as students work toward clarity and artistry. Revising is followed by editing, where grammar, spelling and punctuation are re-examined for improvement and refinement. Feedback and conferencing are essential throughout the entire composition process. Sharing work and celebrating progress are integral to the composition process in a community of learners. Students gradually develop clarity and artistry in the various functions of literacy, including the instructional, regulatory, interactional, personal, heuristic ("tell me why?"), imaginative, informal, diversionary and perpetuating functions of literacy in authentic contexts.

Teachers facilitate students' abilities to enhance the clarity and artistry of communication when they:

- provide frequent and varied opportunities for students to engage in authentic composition tasks
- have students compose texts in a variety of forms for a variety of purposes and audiences
- provide explicit instruction on the processes necessary for exploring, planning, drafting, revising, editing, presenting, sharing and publishing
- provide mini lessons on the conventions of spelling, grammar and punctuation as required based on students' communication needs
- encourage students to focus on audience needs and interests when planning and composing
- provide opportunities for students to practise effective communication by sharing and presenting their compositions to different audiences
- model and provide instruction on aspects of audience behaviour, including respectful and critical listening
- encourage peer and self-assessment and goal setting throughout the composition process
- encourage students to reflect on their composition processes
- encourage students to collect favourite works as models and references to inspire future work.

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General Outcome 5
Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

Students use language to build community within the home, school and society in which they live. In a multicultural country such as Canada, students need to value different ideas and show respect for diverse languages, cultures, customs and beliefs.

Students learn cooperation and collaboration skills by discussing in groups, building on others' ideas and planning and working together to meet common goals and to strengthen classroom and school communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding and feelings of belonging, and demonstrate respect for diversity. Students also learn to value the importance of effective teamwork.

Students learn that language is important for celebrating events of personal, local, provincial, national and global significance. Through their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others and delight in both their own and others' contributions. Students need opportunities to reflect on, appraise and celebrate their progress and achievements as valued members of an inclusive classroom learning community.

Teachers facilitate students' abilities to celebrate and build community when they:

- provide opportunities for students to share ideas, take risks, plan, organize and work collaboratively and cooperatively
- value students' unique contributions to classroom life
- provide explicit instruction in group process skills
- provide modelling and practice in assuming roles and sharing responsibilities as group members
- provide opportunities for goal setting, constructive and specific feedback, and reflection regarding group processes
- provide opportunities for describing, discussing and composing ideas and experiences individually and in groups
- provide authentic Ukrainian language learning experiences that explore students' cultural representations in oral, literary and media texts
- celebrate students' progress and success, using appropriate language and forms to honour accomplishments in and beyond the classroom
- respect students' background languages, dialects and cultures
- foster a sense of caring, belonging and responsibility within an inclusive classroom community of learners.

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General Outcome 6
Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Students must acquire the linguistic elements of the Ukrainian language to successfully use language for communication, personal satisfaction and learning. They need to develop an awareness of and competence with using the elements of the Ukrainian language: the sound–symbol system, lexicon, grammatical structures, mechanical features and discourse elements. Students also need to develop their understanding of linguistic elements and be able to put these elements together in meaningful ways. Students develop, over time and through continuous and meaningful use of and exposure to the language, growing sociocultural awareness and competence, such as the appropriate use of nonverbal communication, social conventions and vocal register.

As students experience learning a second language, they develop independently and with guidance a range of strategies for learning and using the language, and for learning in general. The strategies that students choose and that can be effective depend on the task as well as on other factors, such as the student's preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

General Outcome 7
Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Within the Ukrainian language arts program, emphasis is placed on the development of a positive self-concept, a strong self-identity as a bilingual or multicultural learner, and a positive identification with Ukrainian language and culture. Students are provided with opportunities to explore Ukrainian culture from the perspectives of historical elements, contemporary elements, diversity and change. The development of a sense of community, an understanding of similarities and differences among people, cultural sensitivity and appreciation for personal contributions to society are fostered. Students are supported in their understanding of global interrelatedness and interdependence. They are encouraged and supported in their preparation for effective participation in the global marketplace and workplace.

Integrating Outcomes

The Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies assumes that the general and specific outcomes will be delivered in an integrated manner, even though the curriculum document itself is divided into numbered sections. Although the *Ukrainian Language Arts Kindergarten to Grade 3 Guide to Implementation* treats each specific outcome separately, this is only to provide suggestions specific to each learning outcome. Effective Ukrainian language arts classroom learning experiences typically integrate many learning outcomes.

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Creating a Context for Using Specific Outcomes

The specific outcomes listed in the grade level samples are not intended to be taught strictly in the order they are presented. Teachers are encouraged to select specific outcomes, both within a general outcome and across all seven general outcomes, and to organize these specific outcomes into logical sequences for instructional activities. Ukrainian language arts instruction and assessment should always occur within meaningful literacy contexts. Teachers develop authentic instruction and assessment focused on specific outcomes while developing themes, inquiries, genre studies, projects and other learning experiences.

Using Outcomes and Strategies Recursively

Many aspects of language arts need to be revisited repeatedly through the use of a variety of materials and strategies. Questioning, for example, can be used repeatedly in many different contexts. Outcomes can be introduced using one strategy, and then revisited and extended, using different strategies or different topics, until students have achieved the particular outcomes.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Ukrainian language arts program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

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Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experience as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

Effective tasks and projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

Year Plans

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Appendix C
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as for an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes in a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when they will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

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There are a number of formats for developing a year plan. Generally, it should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction and combined grade teaching.

Unit Plans

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Appendix C
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- "What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?" (p. 128).

Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

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A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions

General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:

- be written to "uncover" the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the "flow" of the unit.

For example, specific unit questions such as the following could support the general unit question, "How do patterns, inconsistencies and misunderstandings inform our understandings?":

- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

➔ **For more information ...**

Appendix C
Instructional Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

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Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Ukrainian and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

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Unit Planning Checklist

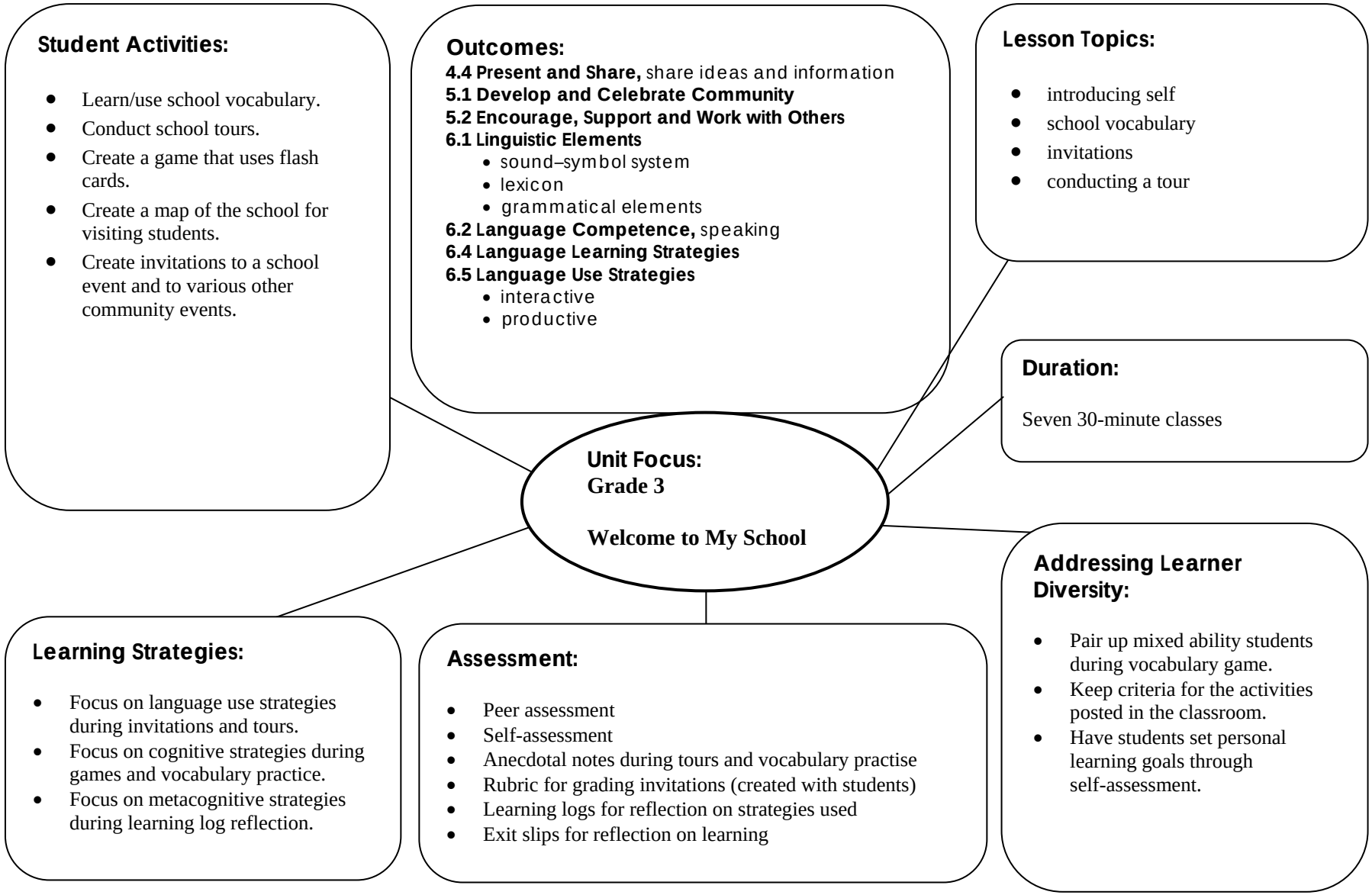
Have I ...

- ❑ selected the specific outcomes I wish to focus on in this unit?
- ❑ provided a rationale for the unit?
- ❑ planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- ❑ considered individual student needs, interests and abilities?
- ❑ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- ❑ identified the historical and contemporary elements of culture relevant to the global citizenship content of the unit?
- ❑ selected interesting, useful and varied resources to support the unit?
- ❑ included a variety of instructional strategies, language experiences and activities?
- ❑ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- ❑ allowed for flexibility and adaptation of the plan in response to student needs?
- ❑ provided opportunities for student input and collaborative decision making?
- ❑ considered possible unit extensions and applications?

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Sample Unit Plan



Lesson Plans

➔ **For a blank template ...**

Appendix C
Instructional Planning Guide,
Lesson Plan A,
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curriculum outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

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Lesson Planning Checklist

Does my lesson plan ...

- ☐ identify and address specific learning outcomes?
- ☐ ensure student awareness of learning outcomes?
- ☐ involve students in learning activities with meaningful contexts, integrating outcomes from the seven general outcomes?
- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- ☐ engage students in using assessment information to improve their learning?
- ☐ maximize student use of Ukrainian through meaningful student-to-student communication?
- ☐ include differentiated instructional strategies to meet the needs of all learners?
- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- ☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

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Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School

Date and Class: January 10, 2008, Class 3B

Outcomes Addressed:

6.1 Linguistic Elements, sound–symbol system
6.1 Linguistic Elements, lexicon
6.2 Language Competence, speaking
6.5 Language Use Strategies, interactive
6.5 Language Use Strategies, productive

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted)

Teaching and Learning Activities:

With students, brainstorm various verbal and nonverbal greeting and farewell expressions; e.g., Привіт! Добрий день! Бувай! На все добре!, smiling, kissing, shaking hands/extending a hug.

Students circulate and greet one another in Ukrainian. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partner's name. Привіт! Мене звати Петро. Як тебе звати?

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained the specific outcomes in General Outcome 6 during the conversations.

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Chapter 4
Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

Students need to develop proficiency in using a strategy before new strategies are introduced. Over a period of time, students will have a number of strategies to facilitate their learning.

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Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to understand when the strategy should be used
- to know how to adjust the strategy to fit their particular purposes so that they can apply the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ **For more information ...**

Appendix C
Sample List of Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Ukrainian language arts classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in approaching language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ **For more information ...**

Ukrainian Language Arts K–9 Program of Studies

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Ukrainian language arts classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously-learned language.

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Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the Ukrainian language.

Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

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Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in Ukrainian) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Ukrainian language arts outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language arts classroom.

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Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Alphabet Activities

Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge is not and should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible; e.g., sounds as part of words as soon as some words are known.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively • Identify similarities and differences between aspects of Ukrainian and your own language(s)
Interpretive	• Listen selectively based on purpose

⊙ Letter Sorts

Collect plastic letters or print letters on squares of paper and have students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Look for patterns and relationships
Interpretive	• Listen selectively based on purpose • Determine the purpose of listening

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⊙ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing "ж". The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

⊙ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which "sound category" (e.g., "ш" or "щ") they belong to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:	
Cognitive	• Group sets of things together—vocabulary, structures—with similar characteristics • Look for patterns and relationships

Cloze Activities

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., "I know the word and to fill in the missing sound I need to add the letter 'a.'" "This sentence doesn't make sense unless I put the word 'and' in it."). Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

Possible Student Learning Strategies:	
Social/Affective	• Seek the assistance of a friend to interpret a text
Interpretive	• Listen or look for key words • Infer probable meanings of unknown words or expressions from contextual clues

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⊙ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

⊙ Word-level Cloze

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Graphic Organizer Activities

➔ **For more information and blank templates ...**

Appendix D

Graphic organizers can help students understand a concept and reduces the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn the essential vocabulary in a meaningful context.

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Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify, on a large genre map at the front of the class, the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, explain their choices and use organizers effectively; e.g.,

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

Possible Student Learning Strategies:

Cognitive	• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember • Look for patterns and relationships • Use available technological aids to support language learning
Social/Affective	• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

⊙ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Ukrainian may not be possible until students develop a level of proficiency that allows them to express their ideas.

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⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Ukrainian words, phrases or sentences.

⊙ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

⊙ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

⊙ Idea Builders

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Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

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⊙ KWL Charts

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Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. List on the board, under "what we Know," information students know or think they know about a selected topic. Next list questions students want to answer about the topic under "what we Want to know."
2. While engaged in the planned activity, students are asked to keep in mind the information listed under "what we Want to know."
3. After the activity is completed, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

➔ **For more information ...**

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, theme and resolution. These elements can be recorded on an overhead or a chalkboard in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

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⊙ Triple T-chart

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Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

⊙ Venn Diagram

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Appendix D

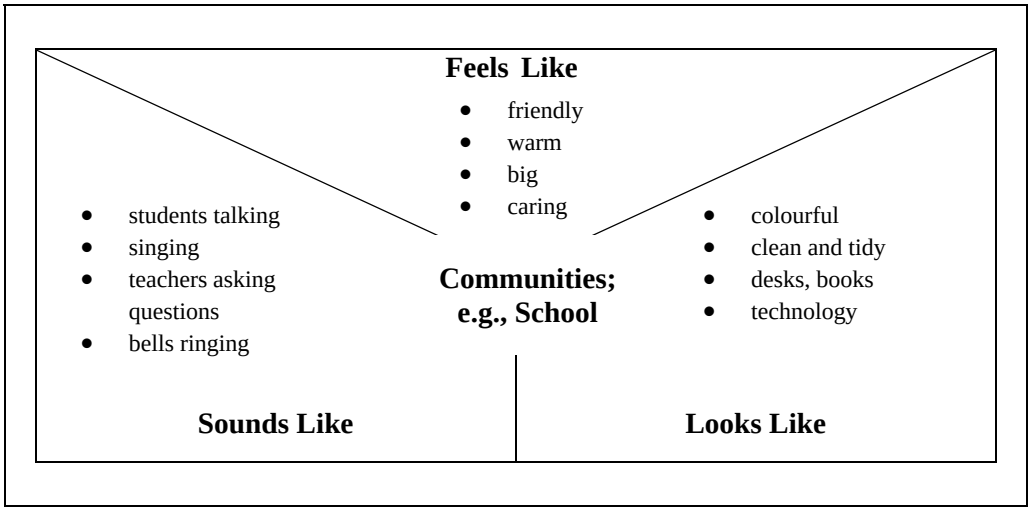
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

⊙ Y-charts

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Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



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Cooperative Learning Activities

➔ **For more information ...**

Chapter 5
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:	
Social/Affective	• Initiate and maintain interaction with others • Work cooperatively with peers in small groups • Work with others to solve problems and get feedback
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have an opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

⊙ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

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In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible within the designated time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

⊙ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

⊙ Debate

A debate is a discussion in which arguments are presented for and against a statement or resolution. Debates can take place between two people or two teams, or can involve an entire class. One side defends the resolution by taking the affirmative view, while the other side (the opposition) argues against the resolution.

⊙ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is **particularly** beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any topic of relevance. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

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Example:

Find someone who can:			
name the letters of the Ukrainian alphabet	name three body parts in Ukrainian	name four family members in Ukrainian	sing you a simple song in Ukrainian
identify a difference between his or her first language and Ukrainian	name two modes of transportation in Ukrainian	name three items of clothing in Ukrainian	name a strategy for remembering new vocabulary

⊙ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

⊙ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Ukrainian culture–related Internet sites they found useful and interesting.

⊙ Inside–Outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used to have students develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

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Example

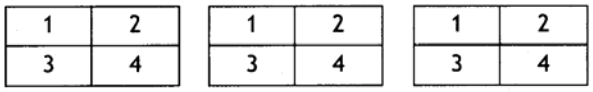
Each student is given a picture card with an illustration of an item from an area of experience, such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

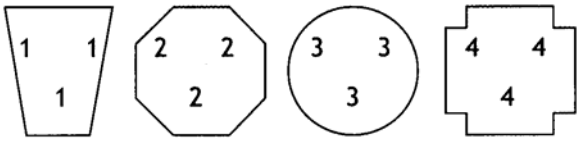
⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for their group.



The experts for each home group on the same topic then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for the group.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the students to solve any problems collaboratively.

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⊙ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment since the group is challenged to arrive at a consensus. This situation is less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

⊙ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name the twelve months of the year. The first student starts by saying "Січень" (January). The next student would follow by saying "Лютий" (February) and so on until all twelve months have been named. Each student could then be asked to identify his or her favourite month.

⊙ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

⊙ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

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⊙ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

⊙ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step-by-step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

Interpretive	• Determine the purpose of listening • Listen or look for key words • Infer probable meanings of unknown words or expressions from contextual clues

Example

Demonstrate how to make pysanky, how to play a traditional game, how to introduce a student to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:

Interpretive	• Make connections between texts on the one hand and prior knowledge and personal experience on the other • Summarize information gathered

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Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3.	3.	3.

⊙ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

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Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussions. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

➔ **For more information ...**

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

Possible Student Learning Strategies:

Social/Affective	• Understand that making mistakes is a natural part of language learning • Be willing to take risks and to try unfamiliar tasks and approaches • Work cooperatively with peers in small groups

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Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Group Roles

➔ **For a blackline master ...**

Appendix C
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

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When introducing roles to the class, explain and model them. Give students opportunities to practise. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

➔ **For more information ...**

Chapter 8

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Independent Study

➔ **For more information ...**

Chapter 6 Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

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Possible Student Learning Strategies:	
Cognitive	• Find information, using reference materials such as dictionaries or textbooks
Metacognitive	• Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly • Keep a learning log • Make choices about how you learn

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:	
Social/Affective	• Work with others to solve problems and get feedback on tasks
Interactive	• Indicate lack of understanding verbally or nonverbally

Tips for Information Gap Activities

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Ukrainian to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and the identification of any challenges a student might encounter.

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Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Ask for clarification or repetition if you do not understand

Tips for Interviews and Surveys

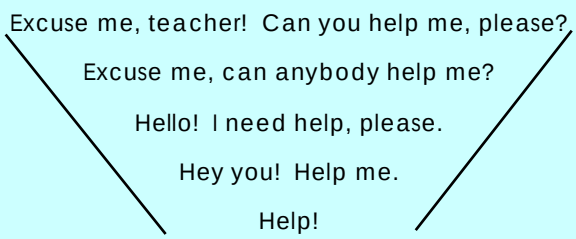
1. **Prepare**: Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan**: Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data**: The interview/survey is conducted in the manner agreed upon; e.g., in person interviews (preferable for beginners), surveys by phone or e-mail, surveys brought home.
4. **Organize and Display Data**: Once data has been collected, it should be compiled and displayed. Results are often displayed using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social contexts; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

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Example A: Help Expressions



Example B: Classroom Permission

May I go to the washroom, please?

May I get some water, please?

May I go to the library, please?

May I go to the office, please?

May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive	• Group sets of things together; e.g., vocabulary, structures with similar characteristics • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Productive	• Use words visible in the immediate environment

Learning Logs

➔ **For more information ...**

Chapter 8
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Ukrainian and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Ukrainian and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Ukrainian use.

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If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)
What activities did we do?
What did I learn?
What did I expect to learn during the activity?

Looking in (Relate)
What did I like or dislike about the learning experience?
How do I feel about what I learned?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goal could I set for myself?
How might what I learned help me in the future?

Possible Student Learning Strategies:

Metacognitive	• Reflect on learning tasks with the guidance of the teacher • Reflect on the listening, speaking, reading and writing process • Keep a learning log • Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

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Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes and incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively
Metacognitive	• Listen or read for key words • Be aware of the potential of learning through direct exposure to the language

⊙ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson using a graphic organizer such as a concept map, a Venn diagram or a flowchart. Specify the organizer that best suits the topic or the content of the lesson or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

Reading Instructional Strategies

Read-aloud, shared reading, guided reading, guided comprehension, independent reading, phonics and word study give students opportunities to experience and enjoy authentic texts and to practise the skills and strategies necessary for fluency and comprehension.

Reading is a meaning-making process that involves a great deal of thinking, problem solving and decision-making by both the teacher and the student. Comprehensive reading instruction teaches the student to use a variety of skills to decode, read fluently and understand the text. No single skill in this complex interaction is sufficient on its own, and teachers must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts.

Teachers should provide students with planned activities for before, during and after reading; e.g.,

- Before beginning to read, the teacher and students establish the purpose for reading. Together they consider what they already know about the topic or genre and use the title, headings, table of contents or index, and new, unfamiliar vocabulary to enhance their predictions.
- During reading, students respond to the text by searching for meaning, identifying the main ideas, predicting and verifying predictions, and building a coherent interpretation of the text. Students bring their experiences of the world and literature into the reading activity. The teacher directs the attention

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of students to subtleties in the text, points out challenging words and ideas, and identifies problems and encourages students to predict solutions.

- After reading, students reflect on their learning as they apply the knowledge acquired during reading or transfer that knowledge to the contexts (e.g., by retelling, summarizing, creating graphic organizers or putting pictures in sequential order). With all of this instruction, the teacher provides continuous role modelling, coaching, guiding and feedback, and is always building on students' prior knowledge and experiences. The teacher also ensures that students are focused and engaged in the reading process and monitors the time on task.

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of vocabulary and language. Have the audience offer suggestions for revision or considerations for future work.

⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

Students then apply the comprehension skills and strategies in teacher-guided small groups and student-facilitated comprehension activities, such as literature circles, questioning the author or reciprocal teaching.

Students work with varying degrees of support and use texts at their instructional levels and independent levels of reading. The teacher and students reflect on performance, share experiences and set new goals for learning. The levelled texts and the organization of the small group will change as students' knowledge and reading skills increase.

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⊙ Guided Reading

Guided reading is a small-group, teacher-directed activity. It involves using carefully selected books at students' instructional levels. The teacher supports students as they talk, read and think their way through the text. Students can be grouped for guided reading by reading ability or specific instructional goals. The group composition is fluid and changes according to the teacher's observations and assessments.

Through modelling and instruction, guided reading enables teachers to extend students' vocabulary development and their knowledge and use of appropriate comprehension strategies. It gives the teacher the opportunity to observe reading behaviours, identify areas of need and allow students to develop more independence and confidence as they practise and consolidate reading behaviours and skills.

Guided reading provides a bridge to independent reading and can help students develop essential higher-order thinking skills.

⊙ Independent Reading

During independent reading, students choose their own books according to their interests and abilities. The texts should be chosen carefully so that each student can read with a high degree of success. Students can be taught to select appropriate independent reading material and can share this task with the teacher. Emergent readers can use this independent reading time to practise reading small, predictable stories, as well as books that have been used in shared and guided reading.

When teachers plan independent reading for students, they need to provide them with time to engage in discussion and reflection. Independent reading is preceded and followed by discussion and dialogue with the teacher and/or peers. The teacher is always observing, listening and gathering information about students' reading behaviours.

Independent reading provides opportunities for students to build self-confidence, reinforce skill development, enhance fluency, build memory for language structures and vocabulary, and promote comprehension and motivation to read. In addition, independent reading gives students time to acquire more information about a specific subject of interest.

⊙ Phonics and Word Study

Research has shown that phonics and word study are valuable strategies for improving students' abilities to recognize words and decode text. Although these skills alone are not enough, they are essential building blocks for becoming an effective reader. They may be taught out of context but must be practised in authentic contexts, and reading material that is engaging and meaningful for students should be used.

Phonics is a systematic instructional approach that links the foundation of phonetic awareness with students' growing knowledge of letter-sound relationships to enable them to decode words and read. Instruction begins with the most common and more easily discerned letter-sound relationships and progresses to more

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complex spelling patterns, which include larger chunks of words, such as syllables. Teachers need to introduce the letter-sound correspondences in a planned, sequential manner so students have time to learn, practise and master them. Letter formation is a part of phonics instruction that reinforces students' memories of letter-sound correspondences. To understand the usefulness of letter-sound correspondences and letter formation, students need to apply their knowledge by seeing, saying and printing words in interesting and authentic contexts.

⊙ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them to develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur every day in the early stages of reading instruction to stimulate the students' interest in books and reading.

⊙ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to young students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead projector so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

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⊙ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

Shared reading provides a bridge to guided reading. It should occur daily in the early stages of reading instruction and less frequently in later stages.

⊙ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

⊙ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students act out vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:	
Interpretive	• Use gestures, intonation and visual supports to aid comprehension • Listen or look for key words
Productive	• Use nonverbal means to communicate

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary**: Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary**: Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story**: Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story**: Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced)**: Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced)**: Students prepare and act out original stories, using the selected vocabulary.

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⊙ Word Study

Word study gives students the opportunities to practise high-frequency words so that they can read them automatically (word identification), and to learn word-solving strategies so that they will be able to read partially familiar or unfamiliar words (word knowledge). Word study improves students' abilities to decode words independently, which is important for both fluency and comprehension. The teacher provides students with an organized environment that includes charts, lists, word walls and other resources. Activities can involve the whole class, small groups or students working independently, and may include searching for big words or mystery words; recognizing whole words, word parts, root words and compound words; adding prefixes and suffixes; using known words to decode unknown words; and recognizing letter patterns.

Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects require students to use inductive reasoning. Students also reflect about their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:	
Cognitive	• Use previously acquired knowledge to facilitate a learning task • Use available technological aids to support language learning • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Interpretive	• Prepare questions or a guide to note information found in a text

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Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:	
Metacognitive	• Rehearse or role-play language
Productive	• Use knowledge of sentence patterns to form new sentences

Tips for Role-play

1. **Outline the Situation**: Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time**: Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement**: Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection**: Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

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Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:

Productive	• Mimic what the teacher says
Interpretive	• Use knowledge of the sound–symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as "sit in a circle," "do not touch anyone," "one person speaks at a time."

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

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Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a long word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

⊙ Flash Cards

➔ **For more information ...**

Appendix B: Vocabulary and Classroom Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

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Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Memorize new words by repeating them silently or aloud • Place new words or expressions in a context to make them easier to remember

⊙ Making Words

Collect plastic letters or print letters on squares of paper to spell basic three- or four-letter words and collect or create accompanying picture cards; e.g., have the letters "п," "е" and "с" for "пес" along with a picture of a dog to associate meaning with sound. In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

Possible Student Learning Strategies:	
Metacognitive	• Make a plan in advance about how to approach a learning task • Evaluate your performance or comprehension at the end of a task
Cognitive	• Look for patterns and relationships

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:	
Cognitive	• Make personal dictionaries • Place new words or expressions in a context to make them easier to remember
Metacognitive	• Check copied writing for accuracy

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⊙ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:	
Cognitive	• Group sets of things together (e.g., vocabulary or structures) with similar characteristics
Productive	• Use words that are visible in the immediate environment

Writing Instructional Strategies

⊙ Writing Conferences

During writing conferences, the teacher guides one or more students through aspects of the writing process and provides specific feedback to students.

⊙ Independent Writing

Independent writing occurs after the appropriate preparatory modelling, sharing and talking. During independent writing, students write silently for an extended period of time.

Provide students with many opportunities to express their thoughts, feelings and insights for a variety of purposes and audiences, using a range of forms including narratives, poems, plays, fantasy, science fiction, historical stories, children's books, songs, notes, messages, letters, journals, diaries (real or imaginary), anecdotes, dialogues, reports, presentations, learning logs, biographical sketches, requests, memos, summaries, reviews, record books, brochures, pamphlets and others.

⊙ Interactive Writing

Interactive writing is shared writing during which students also serve as scribes; they take turns holding the pen and writing letters and words for the message.

⊙ Shared Writing

In shared writing, the teacher and students compose a piece of writing collaboratively. The teacher acts as an expert and scribes for students on large chart paper or on the board while demonstrating, guiding and negotiating the creation of meaningful texts. The focus is on the craft of writing as well as writing conventions.

⊙ Writing Aloud/Modelled Writing

During writing aloud/modelled writing, the teacher makes his or her thinking visible while composing and scribing in front of students by thinking aloud and modelling the writing process. Students see a demonstration of how writing works—planning, thinking, drafting, organizing, selecting words, forming letters, spelling, punctuating, revising, editing and formatting.

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Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategy Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group sets of things, e.g., vocabulary or structures, with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember

ICT Curriculum in Ukrainian Language Arts Classrooms

Ukrainian language arts students meet communication outcomes from the ICT curriculum as they access information in Ukrainian through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Ukrainian language arts students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Ukrainian, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

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Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Ukrainian-based keyboard devices are also available and can be installed to access characters and fonts specific to the language.

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Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the Grade 3 Ukrainian language arts classroom.

Technology	Specific Outcomes	Suggestions for Using Technology in the Classroom
word processing	4.2 Enhance and Improve, enhance legibility • print or write letters legibly; and space words appropriately, both manually and using a keyboard 6.5 Language Use Strategies, productive • use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	1.1 Discover and Explore, express preferences • explain why an oral, print, visual or multimedia text is a personal favourite	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	4.2 Enhance and Improve, enhance presentation • combine illustrations and print texts to express ideas, feelings and information	• Students create collages and other artwork, using electronic graphics and text.
Internet	7.1 Self-identity, valuing Ukrainian language and culture • recognize and appreciate various elements of Ukrainian language and culture 7.2 Ukrainian Culture, diversity • identify diverse elements of the Ukrainian language and culture in school and/or the local community 6.4 Language Learning Strategies, cognitive • use a variety of simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on the Ukrainian culture worldwide, then share the information in group presentations.
e-mail	6.2 Language Competence, writing • produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations	• Students exchange e-mails with students from another Ukrainian language arts class in Canada.

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Technology	Specific Outcomes	Suggestions for Using Technology in the Classroom
multimedia applications	6.1 Linguistic Elements, lexicon • use vocabulary and expressions appropriately in various situations in the classroom and school environment	• Students use a CD–ROM Ukrainian/English dictionary to look up words.
clip art/media clips	2.1 General Comprehension Strategies, prior knowledge • make connections among texts, prior knowledge and personal experiences	• Students examine a variety of Ukrainian media clips.
audio equipment	6.2 Language Competence, listening • listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations 6.3 Sociocultural/Sociolinguistic Competence, variations in language • accept individual differences in speech	• Students listen to a variety of audio clips of Ukrainian speakers from music, movies, television and so on.
video equipment	6.3 Sociocultural/Sociolinguistic Competence, nonverbal communication • recognize that some nonverbal behaviours may be inappropriate in certain contexts	• Students view videos in which Ukrainian speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.
digital cameras	3.2 Select and Process, access information • use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas 4.2 Enhance and Improve, enhance presentation • combine illustrations and print texts to express ideas, feelings and information.	• Students create booklets that include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

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Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9 **Class:** 3-G

Outcomes

4.4 Present and Share, share ideas and information

- share information and ideas on a topic with a familiar audience, and clarify information by responding to questions

6.2 Language Competence, writing

- produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations

6.5 Language Use Strategies, productive

- use a variety of simple productive strategies, with guidance

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information; e.g.:

Мене звати (Name) _____.
Мій день народження (Birthday) _____.
Моїх друзів звати (My friends are) _____.
В моїй родині: (The people in my family are):
Я живу в _____.
(place) city, country, place

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in a book for students to read.

Differentiation of Instruction

☑ yes ☐ not necessary

offer two levels of templates

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper
templates

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Web Links

LearnAlberta.ca

Many of the resources at LearnAlberta.ca are available to guest users, but visitors will need a user ID and password to access all of the resources on the Web site. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Alternatively, teachers can contact LearnAlberta.ca via e-mail at LearnAlberta.Contact@edc.gov.ab.ca.

The following Internet site listing is provided as an added source of information to users on an "as is" basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites' content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.paperella.net
- http://www.skype.com
- http://www.quizstar.com
- http://www.abcteach.com
- http://teach-nology.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.brainpop.com/
- http://www.vcalberta.ca
- http://www.infoukes.com
- http://www.ucc.ca

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Chapter 5
Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, these students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

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Individualized Program Plans (IPPs)

➔ For more information …

Alberta Education. *Individualized Program Planning (IPP): ECS to Grade 12.* Edmonton, AB: Alberta Education, 2006.

Alberta Learning. *Teaching Students with Autism Spectrum Disorders.* Edmonton, AB: Alberta Learning, 2003.

Alberta Learning. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.* Edmonton, AB: Alberta Learning, 2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions.

A student's IPP can provide helpful information for planning and adapting instruction in the language arts classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs in Kindergarten to Grade 3.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

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Differentiated Instruction

➔ **For more information …**

Appendix C
Examples of General Accommodations, Examples of Instructional Accommodations

Individual students with special education needs may require specific accommodations in the language arts classroom, but teachers can support the learning of all students by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term "differentiation" embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general and specific outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, while all students are focusing on a general outcome, specific outcomes may differ for some students. Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

1. Parallel instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom.

2. Overlapping instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Ukrainian vocabulary to do the same task.

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3. Additional instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

➔ **For more information ...**

Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

Program Planning for Differentiation

➔ **For more information ...**

Appendix C
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the Ukrainian language arts classroom.

1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

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2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, wherever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

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The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role-play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

➔ **For more information …**

Chapter 8

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

➔ **For more information …**

Chapter 4
Cooperative Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

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Social Skills	Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).
Accountability	Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).
Variety	Use a variety of different groupings and activities. See Chapter 4 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

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2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: "Read the first paragraph." After it has been read, instruct: "Now answer question one."
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange non-distracting ways for students to move while involved in desk work. For example, replace a student's chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g.: "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing to be successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

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5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as "talk in a low voice" or "keep working." If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a "no pencils in sight" rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say "Do the first five and then raise your hand and we'll check them together to make sure you are on the right track."
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information in long-term memory. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings

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- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photo and drawing sequences, charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact

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learning can help students memorize faster and act as a cue for retrieving specific information.

- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

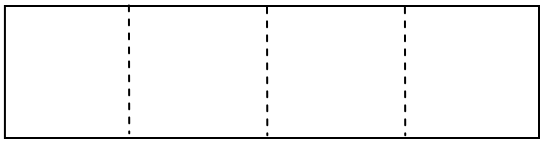
4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on students' desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Ukrainian words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Ukrainian words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Ukrainian in the fourth column. A completed practice page might look like this:

mother father brother	мама✓ тато✓ ~~хлопець~~✗ брат	mother✓ father✓ brother✓	мама✓ тато✓ брат✓

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Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

All students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- Прошу повторити. (Could you repeat that, please?)
- Я не розумію. (I don't understand.)
- Перепрошую. (Pardon?)
- Що означає _____? (What does _____ mean?)
- Прошу знову повторити. (Could you say that again, please?)

2. Present information in a "listener-friendly" way; for example:

➔ **For more information ...**

Appendix C
How "Listener-friendly" Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that is presented
- provide examples and non-examples of concepts
- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group

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- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

➔ **For more information …**

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

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Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"
- Have students use strategies for dealing with unfamiliar vocabulary, such as the "Read Around" strategy:

  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Look at the beginning of the word for letter-sound clues.
  4. Think: "What word would fit here?"
  5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
  6. Look at the picture for a clue, if there is one.
  7. Ask someone.

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Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously use the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their abilities to transfer the strategy to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

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Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production, and generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language arts classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out small successes.

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4. Help students increase their successes.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Ukrainian words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interest in and experience with second language learning.
- Connect the task with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences.

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Chapter 6
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

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Common Intellectual Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

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Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what's real from what's not. • Goes off in own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

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Common Affective Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices). • May become fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high (often unrealistic) expectations of self and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about own emotions. • Withdraws into self rather than acting aggressively toward others.

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Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

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Implications for Learning and Teaching

➔ **For more information ...**

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, p. 128.

For some children who are gifted, a combination of the characteristics mentioned on the previous page may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

Characteristic	Learning Need
• unusual retentiveness	• exposure to quantities of information
• advanced comprehension	• access to challenging learning activities
• varied interests	• exposure to a wide range of topics
• high level of verbal skills	• opportunities for in-depth reflection and discussion
• accelerated pace of thinking	• individually paced learning
• flexibility of thought processes	• challenging and diverse problem-solving tasks
• goal-directed behaviours	• longer time-spans for tasks
• independence in learning	• more independent learning tasks
• analytical thinking	• opportunities for higher-level thinking
• self-motivation	• active involvement in learning
• emotional sensitivity	• opportunities to explore and reflect on affective learning
• interest in adult issues	• exposure to real-world issues
• holistic thinking	• integrated approach to learning
• avid reader	• access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted).

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

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The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities.

How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of instruction.

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 1 • developing reading skills in Ukrainian	• Class reads a grade-level story and discusses.	• Students read a story written above grade level and develop a graphic organizer to illustrate understanding.
Grade 2 • exchanging basic personal information; e.g., name, age	• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	• Students interview community members who speak Ukrainian, write about what they learned from the interview, and then introduce the community members to the class.
Grade 3 • explore the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in Ukrainian.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Ukrainian.

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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Alternative Learning Activities

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students' thinking abilities and push them to engage more deeply in the content area.

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Appendix C
Alternative
Learning Activities
Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instruction time. See the following sample menu.

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Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE In Ukrainian, demonstrate the preparation of a nutritious snack for the class and then share the results!	**PLAN** Plan a menu for a class party. Write a grocery list in Ukrainian for your party supplies.	**INTERVIEW** In Ukrainian, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH Research traditional foods enjoyed in Ukraine during major holidays.	**YOUR IDEA**	**SURVEY** In Ukrainian, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY Design a display board that illustrates favourite foods of the class and that includes the Ukrainian words and phrases for each food.	**CREATE** Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Ukrainian. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Ukrainian.	**EVALUATE** In Ukrainian, create a rubric to evaluate your performance in one of the other activities on this menu.

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Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a topic, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

➔ **For more information ...**

Appendix C
Sample Independent Study Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

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Sample Independent Study Agreement

Name:	Grade:	Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to complete each of the activities. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my Learning Log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid (e.g., poster, picture, digital slide show).

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature _____

Teacher's Signature _____

Date _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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Advanced Thinking Processes

➔ **For more information ...**

Chapter 1
Sample Activities Organized in the Bloom's Taxonomy Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

lower to higher

1.

Category	Definition	Activities	Sample Products
Knowledge	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation

Illustrative Examples

- Recite the names of family members (e.g., mother, grandfather, sister) in Ukrainian.
- Draw a family tree and label the relationships between family members in Ukrainian.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.

2.

Category	Definition	Activities	Sample Products
Comprehension	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation

Illustrative Examples

- Explain how to play a game in Ukrainian.
- Demonstrate how something works in Ukrainian.

3.

Category	Definition	Activities	Sample Products
Application	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples

- Interview a school volunteer who speaks Ukrainian.
- Listen to a partner describe an object in Ukrainian and draw what your partner describes.
- Write journal entries from the point of view of a new Ukrainian-speaking person arriving in your city or town.

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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4.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Develop a simple story in Ukrainian. Black out key phrases and trade with partners to fill in missing sections.
- Choose an important vocabulary word in Ukrainian and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and Ukrainian languages.

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples

- Listen to two short stories in Ukrainian and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a Ukrainian language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in Ukrainian.
- View a travel film for Ukraine and plan the activities for a seven-day vacation with your family.

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Mentorships

➔ For more information ...

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. Mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

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Providing Additional Opportunities

➔ **For more information ...**

Appendix C
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Ukrainian to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.

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Chapter 7
English as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may also be learning to speak English as a second language.

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Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples	• may speak English, French, an FNMI language or a combination of languages in their homes and communities • can differ greatly from community to community • have skill in their first language, which influences further language learning, that ranges from fluent to minimal • may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	• come from within the province and from other areas of Canada • may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or people of other religious groups	• attend school within their communities and learn English to access the outcomes of the program of studies • have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	• have parents who may not speak English, limiting family support in schooling • in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born ESL Students

Recently arrived immigrants	• make up a large group of ESL students in Alberta schools • may arrive at any time in the school year, and could be at any grade level • usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language
Refugees	• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation • may not have wanted to leave their home countries • may be worried about family members who have been left behind • may have received little or no formal schooling and have complex needs that go beyond learning English as a second language • may qualify for additional assistance from the federal government on arrival • may require assistance from government, social and community agencies for several years

Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

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Cultural Considerations

Each ESL student's cultural and life experiences will differ from those of other ESL students and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, languages can be a highly emotional issue.

Teachers should do not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side-by-side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

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Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

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Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, due to different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

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Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point-of-view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures in which the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

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As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

The ESL student can be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the child's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the difference between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

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Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL learners will benefit from being included in the Ukrainian language arts program. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Ukrainian language arts programs, despite their limited proficiency in English.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

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Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**
   Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
   Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
4. **Recycle new words.**
   Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**
   ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**
   To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will …", "now it's time for …".
7. **Give clear instructions.**
   Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**
   Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
9. **Periodically check to ensure ESL students understand.**
   ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, wherever possible, to present key ideas.**
    Concrete objects, charts, maps, pictures, photos, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
11. **Provide written notes, summaries and instructions.**
12. **Use the students' native languages to check comprehension and to clarify problems.**
    If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

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13. **Communicate interest in students' linguistic development, and set expectations.**

14. **Respond to students' language errors.**
    When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

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4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
Grade 1	Develop reading skills in Ukrainian.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
Grade 2	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script with the class.
Grade 3	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Ukrainian.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technology are effective instructional strategies for ESL students.

Cooperative Learning

➔ **For more information ...**

Chapter 4

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

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The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL learners carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow ESL learners to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion for ESL students include insufficient listening comprehension skills, misinterpretation of body language and the expression of one's personal opinion, which may not have been encouraged in the ESL student's previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

Technology

➔ **For more information …**

Chapter 4

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, providing oral presentation of written text (in some cases) and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for ESL learners than interacting in person.

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The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

➔ **For more information ...**

Chapter 8

Appendix E
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of the achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learning outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

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Chapter 8
Classroom Assessment

Chapter Summary

Introduction
Assessment
Evaluation
Assessment for Learning (Formative), Assessment of Learning (Summative) and Diagnostic Assessment
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-directed Assessment
Teacher-directed Assessment
Assessment and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for the learning activities that will be used to build understandings and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

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Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for future improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

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Assessment for Learning (Formative), Assessment of Learning (Summative) and Diagnostic Assessment

Assessment is generally divided into three categories: assessment for learning (formative assessment), assessment of learning (summative assessment) and diagnostic assessment. For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

➔ **For blackline masters ...**

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performances. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.
  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.
- After hearing Ukrainian spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Ukrainian pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

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Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Family," students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Ukrainian. The collages are then presented orally in Ukrainian. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.
  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. An alternative activity may be necessary.
- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Ukrainian vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

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Diagnostic Assessment

Diagnostic assessment may occur at the beginning of a term, unit of study or whenever information about the prior learning of a student is relevant. Various types of diagnostic assessments (e.g., tests, performance-based assessments) may be used to collect information. Teachers may use diagnostic assessment to:

- find out what students know and can do
- identify student strengths and plan instruction that builds on and extends those strengths
- target difficulties, identify the precise nature of them and plan instruction to meet those difficulties
- make informed decisions regarding where to focus instructional time and effort.

Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.
- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.
- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

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Meaningful Assessment

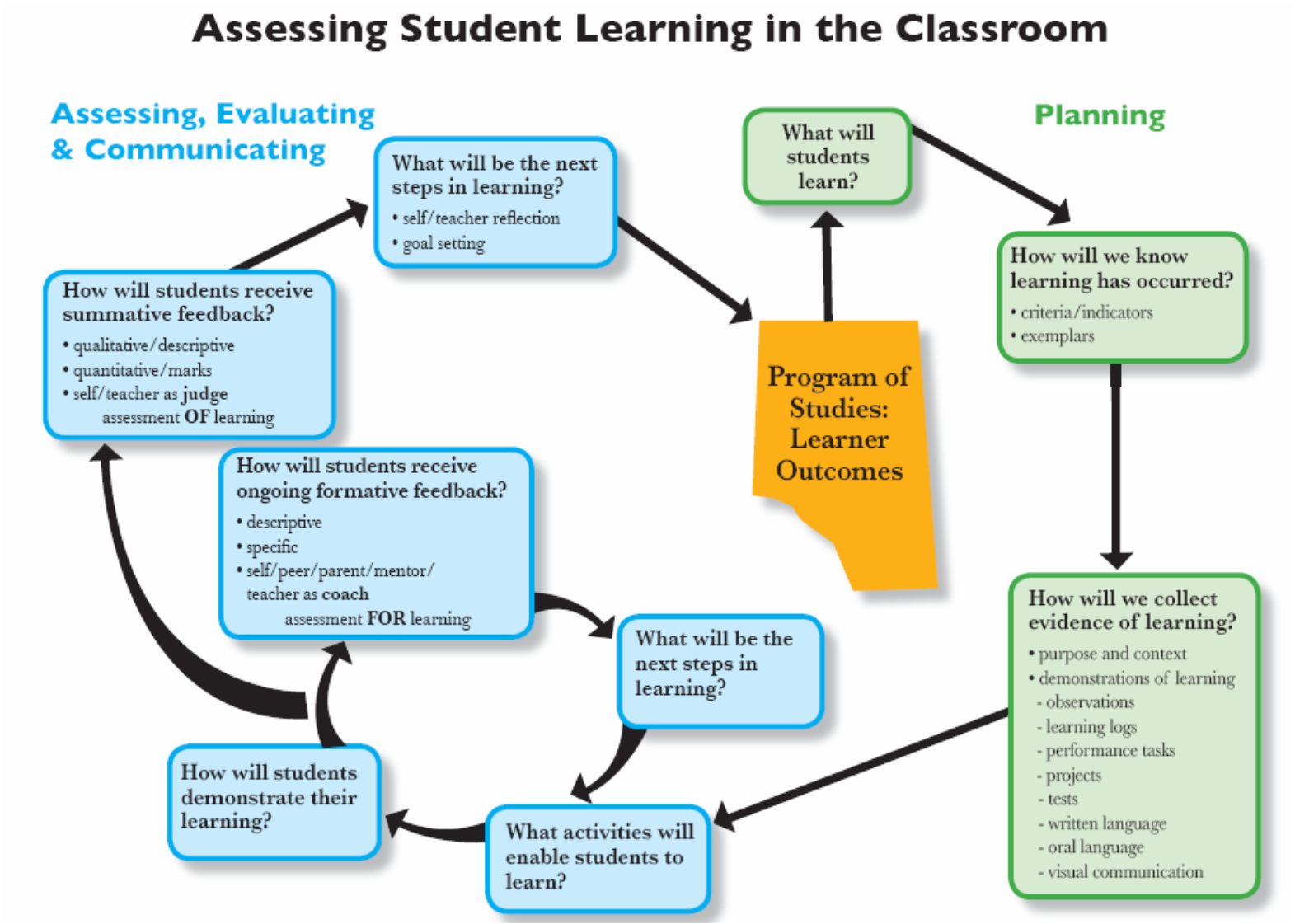
The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

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Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors to consider as you plan and develop an effective classroom assessment program. The graphic on the preceding page, "Assessing Student Learning in the Classroom," outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment aligns with outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a "big idea" or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessed activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

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Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. "Accommodations to … assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities …. Such accommodations or adaptations should be made to ensure the most accurate understanding of a student's performance …" (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

➔ **For more information …**

Chapter 8 Assessment Accommodations for Students with Special Education Needs

Appendix C Examples of Assessment Accommodations

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

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Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn and what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

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Assessment Accommodations for Students with Special Education Needs

➔ **For more information ...**

Chapter 5

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodation.

Accommodation in Kind (Task)	**Accommodation in Depth (Detail)**
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

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Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about the student's use of text and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

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Tips for Conferencing with Students

1. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

Reading Conferences

➔ **For more information ...**

Chapter 3

Reading conferences are usually one-on-one meetings between the teacher and the student. They involve diagnostic evaluation of reading skills, questioning and responding. The tone of reading conferences should be relaxed and friendly, with a limited number of topics to be discussed. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.

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Reading conferences can be used to:

- provide the teacher with information about student progress
- set new learning goals
- allow students to address difficulties or problems with the teacher
- discuss reading strengths and areas for improvement
- learn about students' reading abilities and the skills and strategies they employ during the reading process
- provide an opportunity for individualized teaching and guiding students to more challenging reading materials.

Procedure

Conferences are more productive if both the teacher and the student are prepared. Some possible preparatory activities for students include:

- practising a piece to be read aloud to the teacher
- updating or reviewing a reading log or response journal and choosing segments to share with the teacher
- selecting a passage causing difficulty and preparing to discuss problems and problem solving used
- preparing a list of difficult words to be discussed
- selecting and preparing for discussion of a reading the student found interesting, exciting or humorous
- preparing to discuss how a selection relates to another text or personal experience
- preparing a self-assessment and personal reflection list; e.g., things I am doing well as a reader, things I plan to work on as a reader.

Depending on the type of preparation for the conference, gather assessment data and provide feedback information to the student by:

- completing a running record of oral reading
- using a checklist or rubric to evaluate the student's response journal or reading log
- completing a specific strategy checklist
- completing a retelling assessment
- noting vocabulary development and strategy use
- noting connections the student is making to other texts, prior knowledge and experience in the world
- observing the student's level of ownership of the reading process through discussion of the student's self-assessment and goals
- observing the range of text forms, genres and topics the student is reading
- using interview questions related to specific aspects of reading, such as comprehension, style and decoding text for meaning, as well as the student's self-perceptions as a reader.

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Oral Reading Miscue Analysis

Oral reading miscue analysis describes procedures used with oral reading to determine how the reader is processing print. Oral reading provides a means for examining the reader's use of three cueing systems—graphophonic, syntactic and semantic. It is based on the premise that not all errors or miscues are equal and that careful analysis of miscues can yield important information about which cues and strategies the reader is using or failing to use effectively. Analysis is focused on the types of substitutions that the reader makes during oral reading.

The purpose of miscue analysis is to provide systematic analysis of the types of miscues the reader is making to determine which strategies need to be emphasized in word identification and comprehension instruction.

Running Records of Text Reading

Keeping a running record of text reading is a technique for systematically observing students as they read classroom texts. It is important to receive training in the administration and interpretation of running records of text reading. Running records provide documentation of students' actual reading of a text that the teacher can analyze and use to make instructional decisions. This is a very useful tool because it can be done almost anywhere and takes only a few minutes to complete. The analysis of records of oral reading behaviours provides the teacher with information about the strategies that the student is using, or not using, when reading text—information that is helpful when planning programs.

Running records of text reading can be recorded on a blank sheet of paper; no special form is required. The student or the teacher may select the book to read. The teacher sits beside the student as he or she reads the text, records notes on the oral reading behaviours of the student, then analyzes these records when time is available.

Think-alouds

Think-alouds are reading tasks in which students are asked to verbalize their thoughts while reading. Think-alouds are an effective instructional strategy, can provide insight into how readers process text and serve as a very effective assessment strategy for comprehension.

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Personal Reflection and Self-assessment

➔ **For blackline masters ...**

Appendix E
Self-assessment Checklist,
Self-assessment Rating Scale,
Self-assessment Checklist and Goal Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can …
- I can improve my work by …
- After reviewing my work, I would like to set a new goal to …
- A strategy that worked well for me is …

Response journals, learning logs, end-of-the-class drawings and partner talk are other ways for students to reflect on their learning in the classroom.

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

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Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

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Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my _____ because …
- If I could show this piece to anyone—living or dead—I would show it to _____ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …[1]

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

➔ **For blackline masters …**

Appendix E
Self-assessment Checklist and Goal Setting,
Long-term Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in students' learning, set goals and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will …".

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

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➔ **For sample blackline masters ...**

Appendix D
Goal Setting Organizer 1, 2, 3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- identify areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as “Got it, Getting it, Don’t get it yet.” Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one’s own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

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Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

➔ **For blackline master ...**

Appendix E
Peer-assessment Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students opportunity to share with one another their insights about learning Ukrainian.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

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Checklists, Rating Scales and Rubrics

➔ **For blackline masters ...**

Appendix E Observation Checklist; Checklist and Comments 1 and 2; Rating Scale 1, 2 and 3; Rubric; Rubric and Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations and students can use them as self-assessment tools. Rating scales also give students information for setting goals

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and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

➔ **For more information ...**

http://www.aac.ab.ca
http://www.rubistar4teachers.org
http://teach-nology.com

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

➔ **For blackline master ...**

Appendix E
Rubric

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

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Before developing a rubric, teachers should consider the following:

- What are the specific language arts curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an "On the right track, but …".
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but …". The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students

Learning increases when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them. For example, a Grade 3 class might describe levels of quality with phrases such as:

- Super!
- Going beyond.
- Meets the mark.
- Needs more work.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

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Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the "next steps" in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print.

Anecdotal Notes

➔ **For blackline master ...**

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during the lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent–teacher–student conferences.

The purpose of anecdotal notes is to:

- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

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Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
   OR
   Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly and summarize information related to trends in students' learning.

Observation Checklist

➔ **For blackline master ...**

Appendix E
Observation Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

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Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ **For more information ...**

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think after a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

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Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade level samples assessment section of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

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To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

Performance assessment tasks can be organized into two categories: products (such as dioramas, slide shows, journals, video recordings) and performances (such as dramatic readings, puppetry, debates).

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create products and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments (MLPA): A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

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A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at http://www.aac.ab.ca for further guidance in developing and using performance assessments and for samples of performance assessment tasks and rubrics in Ukrainian.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at http://www.aac.ab.ca to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.

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Chapter 9
Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Grade Level Samples

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies.

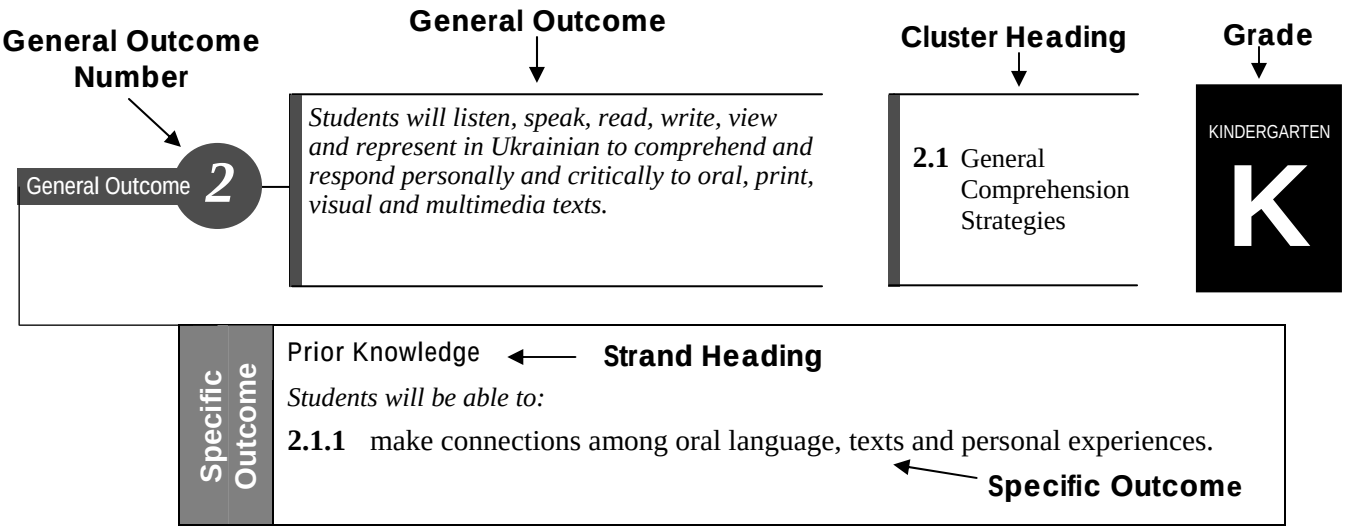
The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

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Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all seven general outcomes. Such integration motivates students to become active partners in learning and to take personal responsibility for their own learning.

Reading the Grade Level Samples



Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Trip

Before going to a museum or on another class trip, have students draw a picture showing their understanding of where they are going. Students also draw a picture after the field trip and copy phrases or have it scribed; e.g., museum/музей. Then they examine their two pictures for similarities and differences.

Alternative Activity: As a group, the class generates ideas and illustrates a small class language experience story based on a class trip; e.g., after a visit to a farm, each student illustrates something he or she saw. Conference with each student to scribe a simple sentence, then put together a class book.

Alternative Activity: Before a class trip, read a relevant story or nonfiction text. Discuss the story or text in relation to what students may experience during the class trip. After the trip, reread the story or text and discuss how their own experiences relate to those they read about.

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Suggestions for assessment appear under the heading **Sample Assessment Strategies**.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– make connections among oral language, texts and personal experiences?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make connections among oral language, texts and personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make connections among oral language, texts and personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences/Portfolios

Discuss with each student his or her growing ability to make connections between self and text. Have students reflect on work samples and review work samples as the basis for this discussion. Choose portfolio samples together with the student.

Suggested materials and teaching and learning resources appear under the heading **Sample Resources**.

SAMPLE RESOURCES

- Pre-made holiday books.
- *Bilingual Ukrainian-English Board Book Series*. Teague, K. Toronto, ON: Editions Renyi, Inc., 1990.
- *Велика енциклопедія школяра*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи*. Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002.

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Grade 1 Example of the Ukrainian Language Arts Guide to Implementation

General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 1

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Sharing Personal Experiences

Students draw pictures to illustrate personal experiences. Drawings are first shared with a partner, then in the sharing circle. Students should practise how to clarify and ask questions. Alternatively, have students share and compare, using the five senses. Students share their experiences on a topic based on the five senses.

Extension: Students relate a personal experience during show and tell; e.g., they bring and share photographs from home depicting an experience. They can use П'ять питань (Хто? Що? Де? Коли? Чому?) as a guide in deciding what to share.

Relating to Stories

After listening to a story, e.g., *У зоопарку*, students discuss their own related experiences and draw pictures of their experiences; e.g., a trip to the zoo.

Alternative Activity: After reading the story *Я боюся*, students discuss what they are afraid of, using the pictures from the story as proof.

Book About Me

Students each create a "Book About Me." They add illustrations or photographs to support the text, then present it to the class and share; e.g.,

Усе про мене
Моє ім'я _____
Моя адреса _____
Моє число телефону _____

Sentence Starters

During oral group or circle time, students are given sentence starters to complete, based on the theme or topic; e.g.,

- Моя улюблена іграшка…
- Мій улюблений овоч…
- На сніданок мені подобається їсти…
- У зоопарку моя улюблена тварина…

GRADE 1

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- express personal experiences and familiar events?

☐ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to express personal experiences and familiar events. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express personal experiences and familiar events (see sample blackline master in Appendix E: Observation Checklist).

☐ **Show and Tell (Покажи й розкажи)**

Правила для Покажи й розкажи

Промовець

- принеси якийсь цікавий предмет чи виріб, що ти зробив/ла
- принеси даний предмет тільки один раз
- підготуй три речі, які ти хочеш сказати
- говори так, щоб кожен міг почути
- передай предмет чи вироблену річ навколо

Слухач

- покажи зацікавлення, слухаючи промовця
- будь уважним/ою
- запитуй питання по темі
- скажи щось гарне

(Thompkin 1995)

SAMPLE **RESOURCES**

- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45–54.
- *Нова 1: Моя книга до читання й розмальовування 8.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «У зоопарку», с. 23–32.
- *Нова 1: Діялоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

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Grade Level Samples for Kindergarten–Grade 3

Kindergarten

General Outcome 1 189
General Outcome 2 207
General Outcome 3 231
General Outcome 4 257
General Outcome 5 285
General Outcome 6 301
General Outcome 7 351

Grade 1

General Outcome 1 383
General Outcome 2 401
General Outcome 3 425
General Outcome 4 451
General Outcome 5 479
General Outcome 6 495
General Outcome 7 545

Grade 2

General Outcome 1 577
General Outcome 2 595
General Outcome 3 619
General Outcome 4 645
General Outcome 5 673
General Outcome 6 689
General Outcome 7 741

Grade 3

General Outcome 1 773
General Outcome 2 791
General Outcome 3 815
General Outcome 4 841
General Outcome 5 869
General Outcome 6 885
General Outcome 7 937

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

KINDERGARTEN

K

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 participate in and represent a range of experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Objects

Students observe the creation of a familiar object relevant to the Ukrainian culture; e.g., wax candles, Ukrainian Easter eggs and other arts and crafts. They then create their own versions of the object.

Ukrainian Music

Students listen to a piece of Ukrainian music, then paint their own interpretations of the music and words.

Field Trip

Students participate in a field trip and, when they return, create a representation of their favourite part.

Community Walk

Students participate in a group community walk, then illustrate a favourite moment or make a large mural entitled "Наше середовище." They can also add representation to a large map of the school prepared by the teacher to help them become familiar with the school.

Learning Centres

Set up a variety of learning centres. At the end of the week, students illustrate their favourite learning activity or centre and place it in a special book entitled "Цього тижня у школі." Write a response or comment under each student's picture.

Fruits and Vegetables Recipes

While studying fruits and vegetables, students, as a class, can make a salad. Create a class book in the shape of a chef's hat and have students draw a representation of their "cooking" experience.

My Weekend

Students prepare a representation of their weekend. While they work on their representations, help them learn an oral statement that can later be shared with the class. Eventually students learn to verbalize simple weekend routines.

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KINDERGARTEN

K

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 participate in and represent a range of experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in and represent a range of experiences?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in and represent a range of experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in and represent a range of experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Dialogue with students while they are preparing representations, discussing the representations and students' ideas. Discuss students' strategies for representing what they experienced.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education*: *A Curriculum Guide and Handbook for Kindergarten to Grade 3*. Regina, SK: Saskatchewan Education, 1989.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- A variety of Ukrainian music.
- *Нова 1: Співанки–руханки.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Співанки–руханки* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- Ukrainian arts, crafts and cultural objects.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

KINDERGARTEN K

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 participate in a range of experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Action Songs

Students imitate the teacher's actions during an action song or rhyme; e.g.,

Голова, рамена:
Голова, рамена,
Коліна й пальці,
Очі, вуха, уста, ніс
Руки, ноги, чоло, ніс
Голова, рамена,
Коліна й пальці.

Ukrainian Foods

Students taste some foods from the Ukrainian culture and indicate likes or dislikes with an expression or word; e.g., добре/погано, смакує/не смакує. The class opinions are then tabulated and displayed in a picture graph.

Story Time

Students listen to a telling or reading of a familiar story in Ukrainian; e.g., a simple version of *The Three Little Pigs*. They then draw pictures of their favourite parts of the story and share their pictures with other students.

Show and Tell

Students participate in a simple version of show and tell; e.g., they bring their favourite items related to classroom themes for Покажи й розкажи to share with the class:

Presenter: Я маю щось вам показати.
Students: Що ти маєш нам показати? (shows item)
Teacher: (if there is a need) Це песик. О, це песик.
Presenter: Це песик. Мого песика звуть _____. і т. д.

Learning Centres

Students participate in a variety of learning centres during which they experience a variety of types of activities; e.g.,

- sorting (mathematics)
- planting or otherwise observing nature (science)
- kitchen activities
- role-play
- music and dance

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Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 participate in a range of experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in a range of experiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in a range of experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in a range of experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with students individually or in small groups to discuss activities that have taken place in the classroom. Students ask questions for clarification or to obtain further information.

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to participate in a range of experiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Нова 1: Співанки–руханки.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Співанки–руханки* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- Ukrainian foods; e.g., *paska*.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

KINDERGARTEN K

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to explore and express familiar events, ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Family Booklets

Students draw pictures of family members on preprinted labels or use frame sentences to make a booklet; e.g.,

- Це мій тато.
- Це моя мама.
- Це мій брат.
- Це моя сестра.
- Це моя баба.
- Це мій дідо.
- Це моя родина.

Holiday Cards

Students make holiday cards for family members with standard greetings; e.g.,

- Дорогі тату і мамо! or Многії літа!
- Вітаю з Різдвом! Бажаю …
- Підпис.

Extension: For Valentine's Day, students make their own "Я люблю" booklets. They write the names of the people they love in the blanks provided and draw pictures.

Class Picture Book or Collage

Students make a class picture book or collage, using a series of pictures or drawings related to a theme; e.g., кольори, цифри, фрукти. Write down students' descriptions of their pictures, using simple sentences or words in Ukrainian.

Scrapbooks

Students develop and maintain a scrapbook with special mementos or representations of special events. They label or date the pages or use a scribe to label the mementos. Students regularly select items for their scrapbooks.

Songs and Poems

Students learn simple songs and poems related to various themes covered in class. They then perform the songs or poems, using puppets or other props.

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KINDERGARTEN

K

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to explore and express familiar events, ideas and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of forms to explore and express familiar events, ideas and information?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of forms to explore and express familiar events, ideas and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of forms to explore and express familiar events, ideas and information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use a variety of forms to explore and express familiar events, ideas and information (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи*. Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002, с. 1–6, 12.
- *Абетка*. Бокало Г. (ред.). Львів: Аверс, 1999.
- Magazines.
- Puppets or props.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

KINDERGARTEN K

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 demonstrate enjoyment of an oral, print, visual or multimedia text.

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Favourite Part

Invite a guest presenter or storyteller to read or tell a story to students. They draw their favourite part of the story. These drawings are included in a thank-you card sent to the storyteller.

Rating Picture Books

During free time, students select a favourite Ukrainian picture book to look through with a classmate. After reading the book, students rate the book by giving it a 1, 2 or 3 star rating. Maintain a bulletin board with the books and students' ratings.

Music and Songs

Play various Ukrainian music or songs. Encourage students to enjoy the music and songs by singing and dancing along.

Class Tally

Sing two Ukrainian songs, read two Ukrainian books, play two Ukrainian games or taste two Ukrainian food items. Make a tally chart with the class to show students' preferences; e.g.,

Пісня 1	Пісня 2
|||	𝍸

Artwork

Review a variety of Ukrainian patterns and artwork. Have students choose from a variety of media (e.g., paints, crayons and coloured paper), and create a work of art inspired by one of those reviewed. Students share their representations with a peer or with a small group.

I Like It Because ...

Have students choose from the class library a book, song, work of art or multimedia text that has been covered in class. They present the text to the rest of the class and explain, in a simple word, why they enjoyed it, using a happy or sad face to show if they like the book.

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KINDERGARTEN

K

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 demonstrate enjoyment of an oral, print, visual or multimedia text. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate enjoyment of an oral, print, visual or multimedia text?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate enjoyment of an oral, print, visual or multimedia text (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate enjoyment of an oral, print, visual or multimedia text. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss with students their responses to a variety of texts; e.g., favourite songs, poems and stories. Gather information on student preferences and update records based on the information shared by students during the conference.

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to demonstrate enjoyment of an oral, print, visual or multimedia text. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- Guest presenter or storyteller.
- Ukrainian patterns and artwork.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

KINDERGARTEN K

Specific Outcome

Set Goals

Students will be able to:

1.1.5 participate in teacher-led group reading activities, and demonstrate reading and writing behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rebus Story Read Along

Point to and read aloud a rebus story while students follow along, saying the words that match specific pictures.

Poem Read Aloud

A student stands beside a flipchart that shows a poem about friends. The student points to each word as the teacher and students read aloud. The chart is surrounded by self-portraits of each class member. Students have the word друзі circled in red each time it appears on the chart.

Pattern Book Prediction

Read a simple pattern book aloud; e.g., *Рінка* or *Три свинки*. Pause to give students time to think about and say aloud the word or phrase that comes next.

Classroom Library

Using the classroom library of Ukrainian picture books, students choose from a variety of new and familiar books. Encourage students to view themselves as readers by asking what books they have read or are reading, what they would like to read again and what they plan to read next.

Expressing Feelings

At a writing centre, students are provided with a variety of writing materials; e.g., felt markers, crayons, notepads and paper of different sizes and colours. Encourage students to experiment with expressing feelings by using drawings or words. Act as a scribe when students need support in their attempt to use print.

Matching Nametags

Students' Ukrainian nametags are mixed up and placed on the floor in the centre of the group. Students practise reading the names of their classmates and matching nametags with students.

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KINDERGARTEN

K

Specific Outcome

Set Goals

Students will be able to:

1.1.5 participate in teacher-led group reading activities, and demonstrate reading and writing behaviours. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in teacher-led group reading activities, and demonstrate reading and writing behaviours?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in teacher-led group reading activities, and demonstrate reading and writing behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss the reading and writing opportunities available in the classroom. Encourage students to talk about reading and writing experiences; e.g., keeping a book log or shared writing experiences.

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи*. Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002, с. 19, 25.
- Teacher-made charts of songs and poems.
- *Рінка*. Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- *Три свинки. Three Little Pigs.* Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

KINDERGARTEN

K

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 recognize connections between new experiences and prior knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Connecting to English Knowledge

Students sing Ukrainian versions of familiar English songs; e.g., *Оцей пальчик*, *Голова*, *рамена*.

Brainstorming

When learning about a theme (e.g., осінь, зима, весна, літо), students brainstorm Ukrainian words that they have learned related to the particular theme. Write the words on a large piece of chart paper. Model identifying words that go together or in categories and encourage students to add new information to the chart or web as they continue to learn about a topic. The brainstorming can be done with pictures or using both pictures and words.

Building on Knowledge

Build on students' knowledge by connecting a variety of lessons through a general theme; e.g., colours and shapes. After learning colours and shapes, students participate in making a *pysanka* or doing a wax crayon/watercolour resistant technique. Students may also create a picture, using shape stickers.

Look What We Know–Then and Now

Introduce the strategy "Look What We Know–Then and Now" before a lesson or theme. Students contribute what they know about a theme or topic. Record the information on chart paper and discuss how the different pieces of information might be interrelated. At the end of the lesson, students demonstrate their knowledge in simple concept books and compare this to the knowledge on the original chart. Encourage students to evaluate the accuracy of what they originally knew, discuss what they learned and identify what else they would like to know.

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Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 recognize connections between new experiences and prior knowledge. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize connections between new experiences and prior knowledge?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize connections between new experiences and prior knowledge (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize connections between new experiences and prior knowledge. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss concepts and pose questions in a way that allows students to demonstrate how new knowledge may be linked with prior knowledge. Encourage students to use visuals or to draw pictures to illustrate the links.

☐ Self-assessment Checklist

Create a simple, graphic, outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students are guided to use the checklist to determine if they are able to recognize connections between new experiences and prior knowledge (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Абетка*. Бокало Г. (ред.). Львів: Аверс, 1999.
- KWL charts (see sample blackline master in Appendix D).
- *A Kid's Guide to Decorating Ukrainian Easter Eggs.* Perchyshyn, N. Minneapolis, MN: Ukrainian Gift Shop, Inc., 2000.
- *Meet the Pysanka. Color Them Pretty.* Kastl, H. L. St. Louis, MO: E & R Printing Co., 1987.
- *Нова 1: Співанки–руханки.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Співанки–руханки* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

KINDERGARTEN

K

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 explore new experiences and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sampling Foods

When learning new food vocabulary, students sample foods, then express their likes and dislikes.

Learning a Dance

Students learn some simple Ukrainian dance moves after viewing a dance presentation or video.

Sharing Bag

Students bring favourite objects to put into a sharing bag. When each object is in the bag, give oral clues that describe the object. Students guess what is in the bag from the clues.

Show and Tell

Invite students to bring a favourite object or a picture of a favourite object to school. Have them present their favourite object to the rest of the class. Provide a framework that each student can follow when talking about the object; i.e., Що ти маєш показати?

Responding to New Books

After listening to several classroom books or library books be read aloud, students share their opinions of the books, using simple vocabulary; e.g., “like” or “don’t like.” Students put a check mark under the happy face sign in their Reading Logs when they like the book or under the sad face sign when they do not like the book.

Field Trip

Organize a field trip to allow students to experience elements of Ukrainian culture; e.g., go to a Ukrainian bakery or restaurant. After the field trip, discuss the experience as a class.

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Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 explore new experiences and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore new experiences and ideas?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore new experiences and ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore new experiences and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss students' reactions to unfamiliar experiences and ideas. Ask probing questions that allow students to demonstrate their understanding of new ideas.

SAMPLE RESOURCES

- Samples of foods; e.g., fruits and vegetables.
- *Shumka: Return of the Whirlwind* (videocassette). Ukrainian Shumka Dancers. Edmonton, AB: Sulyma Productions Inc., 1991.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

KINDERGARTEN

K

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 group ideas and information to make sense.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

Lead students in a brainstorming activity about what they know about a certain topic; e.g., песики. Record the responses pictorially or in written form, then lead students through the process of clustering or grouping these ideas.

Picture Sorting

With students, sort pictures according to categories; e.g., fruits/vegetables, pets/wild animals. Display pictures of different animals around the classroom. Students walk around and name the animals they see. They then categorize the animals; e.g., draw pictures of tall animals on one sheet, then draw pictures of short animals on another sheet.

Sorting Games

Students play Загадки. Describe an item by colour, size and shape. They try to guess the item from the description.

Alternative Activity: Students are randomly given pictures of opposites. Direct them to find their pair.

Learning Centre

Create a sorting learning centre where students choose from a variety of objects and sort them independently. Materials/attributes may include:

- мовні картки/картки з малюнками
- конструкторські блоки/кубики
- мушлі й черепашки
- речі з різною фактурою
- кольорові фішки
- кольорові намистини
- форми та розміри
- ґудзики
- ґумки
- building blocks or attribute blocks of various shapes and sizes
- shells
- different textured objects
- coloured beads
- objects that can be sorted by smell
- foods that can be sorted by taste (sweet, salty)

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Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 group ideas and information to make sense. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– group ideas and information to make sense?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to group ideas and information to make sense (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to group ideas and information to make sense. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss students' reasons for grouping ideas and ask probing questions to help students identify other ways of grouping the same information. Encourage students to identify common attributes shared by items or ideas in a particular group and to revise criteria for grouping when appropriate. As well, encourage students to discuss how grouping ideas might be used in other contexts.

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- Attribute and patterning blocks.
- Sets of picture cards on a variety of themes; e.g., fruits, vegetables, clothing, household items, school supplies, occupations, beverages, food groups, opposites.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

KINDERGARTEN K

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 wonder about new ideas and observations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Simple Questions

Model how to form simple questions and encourage students to produce simple questions during Покажи й розкажи. Post a visual and have students ask simple questions about it.

Mystery Object

Place a mystery object in a bag. Students feel the object without looking at it. Ask simple questions that use vocabulary already learned by students. They answer the questions and try to guess what the object is. The student who guesses correctly chooses the next object for the bag.

Mini Research Project

Students conduct a mini research project; e.g., exploring an unfamiliar fruit like a star fruit. Students all look at a picture of the star fruit. Assist students to formulate very simple questions to guide their research; e.g.,

- Що це?
- Чи це можна їсти?
- Як воно смакує?

Afterward, show the actual fruit to students, let them taste it and help them formulate answers to their questions.

Modelled Thinking

When reading a story aloud, stop to do a talk-aloud, modelling your thoughts, questions and inferences about the text.

Nonfiction Texts

Present students with nonfiction texts; e.g., how an apple grows. Exposure to nonfiction books will help to arouse students' natural curiosity about the world. Include easy-to-read concept books with photographic illustrations and realistic, nonstereotypical books representing life around the world.

Science Experiments

Students participate in science experiments; e.g., planting seeds, suspending a potato in water, mixing paint colours. Model the use of the KWL chart and list the questions students wonder about.

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Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 wonder about new ideas and observations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– wonder about new ideas and observations?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to wonder about new ideas and observations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to wonder about new ideas and observations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Use informal discussion to establish students' preferences for asking questions and making observations in large-group, small-group or one-to-one settings. Discuss the types of ideas that students wonder about and encourage their natural curiosity.

SAMPLE RESOURCES

- Cause and effect picture cards or flash cards.
- Nonfiction texts.
- KWL charts (see sample blackline master in Appendix D).
- Mystery object in a bag.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

KINDERGARTEN K

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among oral language, texts and personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Trip

Before going to a museum or on another class trip, have students draw a picture showing their understanding of where they are going. Students also draw a picture after the field trip and copy phrases or have it scribed; e.g., museum/музей. Then they examine their two pictures for similarities and differences.

Alternative Activity: As a group, the class generates ideas and illustrates a small class language experience story based on a class trip; e.g., after a visit to a farm, each student illustrates something he or she saw. Conference with each student to scribe a simple sentence, then put together a class book.

Alternative Activity: Before a class trip, read a relevant story or nonfiction text. Discuss the story or text in relation to what students may experience during the class trip. After the trip, reread the story or text and discuss how their own experiences relate to those they read about.

Extension: After a class trip, create a simple class thank-you note that expresses what students learned.

Holiday Books

Assist students in developing and maintaining holiday books that provide opportunities for students to represent family traditions and share their experiences. As holidays arise, students draw or paste pictures about what they do. They can write the name of each holiday and other key words at the top of the pictures.

Pre-reading and Post-reading

Before reading a text, ask students to share what they know about the topic of the book. Show students the front cover and ask them to make predictions about the story. After reading a text, encourage students to respond by making connections to their own personal experiences in a variety of ways; e.g., drawing, speaking, dramatizing, building models, painting.

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KINDERGARTEN

K

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among oral language, texts and personal experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– make connections among oral language, texts and personal experiences?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make connections among oral language, texts and personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make connections among oral language, texts and personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences/Portfolios

Discuss with each student his or her growing ability to make connections between self and text. Have students reflect on work samples and review work samples as the basis for this discussion. Choose portfolio samples together with the student.

SAMPLE RESOURCES

- Pre-made holiday books.
- *Bilingual Ukrainian-English Board Book Series*. Teague, K. Toronto, ON: Editions Renyi, Inc., 1990.
- *Велика енциклопедія школяра*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи*. Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

KINDERGARTEN **K**

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning from familiar print, symbols and images.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Signs in the Community

Students take a community walk to examine signs in the environment; e.g., stop signs, traffic lights, walk signs, shop signs. They then learn and practise the Ukrainian words associated with these signs. Post these signs around the school, then tour students through the school. Students act out appropriate actions and say the associated words when each sign is encountered.

Extension: Introduce the idea that a red circle with a picture inside it and a red slash means NO. Have students experiment with creating "negative signs" using this symbol.

Washroom Signs

Students identify the boys' washroom and the girls' washroom by the symbols on the door. Introduce the vocabulary associated with identifying the washroom and have students select the appropriate washroom pass, хлопці/дівчата.

Rebus Story

Point to and read aloud a simple rebus story as students say aloud the word associated with each picture or symbol.

Labels Around the School

Label rooms in the school; e.g., бібліотека, канцелярія, учительська кімната, музична кімната, спортзаля. Students notice these labels as they enter each room. Label the classroom centres with pictures and print. These pictures and words are posted on a chart to assist students in keeping track of which centres they have visited.

Extension: Have students label classroom objects with appropriate print or symbols.

It's Time For ...

Maintain a daily timetable, using clocks and icons, to show students what activities they will be doing throughout the day.

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Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning from familiar print, symbols and images. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– anticipate meaning from familiar print, symbols and images?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to anticipate meaning from familiar print, symbols and images (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to anticipate meaning from familiar print, symbols and images. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences and Portfolios

Through discussion with students, explore their growing abilities to deal with environmental print and symbols. Have students reflect on their own use of environmental print in daily life. Review samples of print, signs or images created or collected by students and select portfolio samples with students.

SAMPLE RESOURCES

- Labels with names of rooms in the school.
- Labels with names of items in the classroom.
- *Назви предметів у класі. Ukrainian Classroom Labels.* Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

KINDERGARTEN K

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 recognize environmental print, symbols and images in context; and recognize own name.

SAMPLE TEACHING AND LEARNING ACTIVITIES

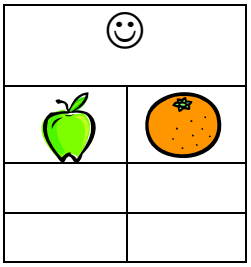
Labelling Classroom Items

Label important items in the classroom. After a period of time involving vocabulary practise, remove the labels, mix them up, then distribute them to students. Students then place the labels back onto the classroom items.

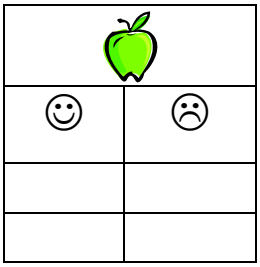
Nametags

Each day, students find their own nametags in a pocket chart and stick the nametags on themselves or their special places in the classroom.

Extension: Maintain a daily graphing activity. When students enter, ask a question. Students then must express their preferences by placing tags with their names on them in the appropriate choices; e.g., яблучний/помаранчевий сік.



or



Alternative Activity: Before gathering students into a group for an activity, place tags with students' names on the floor to indicate where each student should sit. Students search for their nametags, then sit in those spots. After students become familiar with their names, place the nametags in different spots.

Numbers All Around Us

Students listen to counting books and poems, then create their own counting booklet. They take a walk in their community and identify numbers used in different signs.

Rebus Poem or Song

Before reading or learning a rebus poem or song, students identify the images. Once students have identified the images, they name the image in the correct place as the text is read aloud.

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KINDERGARTEN

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Specific Outcome

Textual Cues

Students will be able to:

2.1.3 recognize environmental print, symbols and images in context; and recognize own name. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize environmental print, symbols and images in context; and recognize own name?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize environmental print, symbols and images in context; and recognize own name (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize environmental print, symbols and images in context; and recognize own name. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to recognize environmental print, symbols and images in context; and recognize own name. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- Pre-made graph.
- Student nametags.
- *Нова 1: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

KINDERGARTEN K

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Readings

Students participate in group readings of songs, rhymes and poems that have been learned orally. Model and stress the concept of sounds, letters and words.

Alternative Activity: Read a simple story, poem or song from a flipchart. The text has coloured words or phrases that students say out loud. Point to the words to track as the story is read.

Nonsense Readings

Students practise reading nonsense or sound or symbol poems that repeat in rhythm (consonants change); e.g.,

- Та/ та/ та/ та
- тапа/ тапа/ тапа/ та
- Ти/ ти/ ти/ ти
- типи/ типи/ типи/ ти і т. д

After a while, students create their own nonsense poems, using a pocket chart and inserting sounds and symbols that they know. Eleven cards of each vowel and eight or eleven cards of each consonant are needed. To challenge stronger students, encourage them to connect sounds and form simple two-syllable words; e.g., тато, мама, баба, дідо, хата.

Listening Centre

The listening centre can be used to allow students to explore new books and as a follow-up to a shared reading or read-aloud activity. Students can listen to tapes as they follow along. They will begin to associate the sound of the text with the accompanying written text. Book tapes that cue students when to turn the page help students to focus on how the words and illustrations of a text connect with each other.

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Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas (see sample blackline master in Appendix E: Observation Checklist).

☐ Quiz

Administer a quiz to determine if students recognize Ukrainian sounds and can match sounds with print.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Have students demonstrate the flow of print text as it is read aloud. Monitor students' growing knowledge of text organization and text symbols.

SAMPLE RESOURCES

- *Абетка*. Сіденко О. Київ: Лелека, 2000.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Мій словничок. Ukrainian Alphabet Booklet Master*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Лелеченя. Букварик для малят*. Бударіна Р. В. Київ: Лелека, 2001.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

KINDERGARTEN K

Specific Outcome

Experience Various Texts

Students will be able to:

2.2.1 participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listening Activities and Games

Students participate in various listening activities and games; e.g., Котра година, пане Вовк?; Зимно, тепло, гаряче; Телефон; Панасе, Панасе.

Sing Songs

Students participate in listening to and singing familiar holiday songs; e.g., Christmas carols and/or songs in Ukrainian, such as *Голова, рамена* or *Оцей пальчик*.

Extension: Students view and learn a traditional Ukrainian Easter dance; e.g., *Кривий танець*.

Buddies

Students participate in a buddy class program in which classes visit each other and share things such as favourite songs, poems, photographs, illustrations. Students can also participate in a buddy reading program in which they share listening and reading activities.

Class Photo Books

Students bring photographs on a specific theme or text, e.g., Осінь, such as someone participating in a fall activity; e.g., raking or gardening. Photocopy the photographs, then students create wordless picture books.

Alternative Activity: The class creates and shares personalized or classroom yearbooks. Take pictures of students, then assist students to create a class yearbook of events to share with their families.

Home Reading Program

Students can participate in a simple home reading program in which a duotang is prepared with favourite class poems or songs that they can share with family members at home. Remember to include visual cues in the text to assist students.

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KINDERGARTEN

K

Specific Outcome

Experience Various Texts

Students will be able to:

2.2.1 participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Meet with students to discuss their shared listening, reading and viewing activities and how sharing the experience with others helped them gain a greater understanding of the material.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Home reading program logs.
- *Колядуймо! Classic Ukrainian Christmas Carols* (audiocassette). Edmonton, AB: Children of St. Martin's Ukrainian Bilingual Program, Edmonton Catholic Schools, 1990.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Колядуймо разом. Let's Carol* (CD). Winnipeg, MB: V Records.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print and visual and multimedia texts.

2.2 Respond to Texts

KINDERGARTEN K

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-plays and Puppet Shows

Students role-play or create puppet shows of a simple story while the teacher narrates. Encourage students to focus on accurately representing the actions of the different characters in the story.

Objects from Home

Students bring objects from home related to a class story. Assist each student by providing the name of the object. The student presents the object to the class, then adds the object to a class display.

Alternative Activity: Students collect objects related to favourite books. The objects are labelled in Ukrainian and put into a memory box. Throughout the year, students share their memory boxes with partners, giving the names of the books that the objects represent.

Guest Storytellers

Invite guest readers or storytellers to share stories or literature to help students experience a variety of cultural traditions. These guests relate traditions to students through the stories. Elicit similarities and differences between the children's experiences and those presented in the story, recording these in a Venn diagram.

Extension: Invite a writer, storyteller or artist to talk to students about how their personal experiences and traditions are part of their work.

Holiday Books

After listening to or reading an oral, print, visual or multimedia text about family traditions, students make their own holiday books. They draw pictures about family traditions; e.g., special foods, decorations, family rituals and activities. Scribe captions under the pictures.

My Favourite Character

Students choose a favourite character from an oral, print, visual or multimedia text read as a class. They then take turns acting as the character did in the text and other students guess at the character represented.

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KINDERGARTEN

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Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Meet with students to discuss their personal experiences and family traditions related to oral, print, visual and multimedia texts read as a class. Invite students to talk about the people described in the texts and their various actions.

SAMPLE RESOURCES

- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи*. Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002, с. 3, 6, 13.
- Puppets or props.
- Guest readers or storytellers.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

KINDERGARTEN K

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 share feelings evoked by oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Feeling Words

Introduce the words for basic feelings through actions and pictures. Reread some familiar books, afterward eliciting from students the names of the emotions they felt while listening to the book.

After learning the oral words for feelings, students search for magazine pictures to represent each feeling. They create a feelings chart of the pictures to use as prompts or to refer to when discussing various texts.

Emotion Faces

Students are given cut-out faces showing emotions. As a story is read aloud or a song is played, students lift the faces that indicate the emotions they feel.

Musical Mood

Play Ukrainian instrumental pieces of various styles. Students show the mood of the music by painting or colouring a picture. Alternatively, students could decide if the song seems happy or sad to them. Using happy or sad faces or words of emotion, students record their reactions to the music on a tally chart.

Responding to Text

Students respond to texts and share the feelings evoked by those texts in a variety of ways; e.g.,

- drawing
- writing
- modelling clay
- making sand table creations
- painting
- singing
- block building.

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Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 share feelings evoked by oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share feelings evoked by oral, print, visual and multimedia texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share feelings evoked by oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share feelings evoked by oral, print, visual and multimedia texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to share feelings evoked by oral, print, visual and multimedia texts. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- Magazines.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

KINDERGARTEN

K

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 distinguish between what is realistic and imaginary in oral, literary and media forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Imaginary Animals

Read a simple story involving various animal characters. Discuss what these animals are like in real life compared to in the story. As a class, complete a Venn diagram that compares the real and imaginary animals using pictures.

Real or Imaginary?

After a story or text is told, viewed or read, students decide whether the story is realistic or imaginary. Ask simple questions to guide students in explaining why they think that the story is real or imaginary.

Extension: Show students various illustrations and have them identify whether the scene depicted is real or imaginary and explain why they think that.

Lore, Myths, Fairy Tales and Legends

Read or tell several traditional Ukrainian stories. Discuss the imaginary characters, places and events described in the stories and have students draw or colour a picture of their favourite character or scene. Discuss the imaginary world described in the story and how it is different than the one we live in.

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KINDERGARTEN

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Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 distinguish between what is realistic and imaginary in oral, literary and media forms and texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– distinguish between what is realistic and imaginary in oral, literary and media forms and texts?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to distinguish between what is realistic and imaginary in oral, literary and media forms and texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to distinguish between what is realistic and imaginary in oral, literary and media forms and texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Quiz

Quiz students orally or by using pictures of characters and scenes from the imaginary worlds of stories they know and realistic people and scenes. Have students identify whether the people and scenes depicted are imaginary or realistic.

SAMPLE RESOURCES

- *Колобок.* Коваль О. Київ: Альтернативи, 1997.
- *Пурпурова плянета. The Purple Planet.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Other books from the Savedchuk series.
- Graphic organizers; e.g., Venn diagrams (see sample blackline master in Appendix D).

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

KINDERGARTEN K

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 develop a sense of story through listening, reading and viewing experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Understanding Through Illustration

Following the reading of the story, invite students to draw their own pictures of the main events.

Mystery Ending

Stop reading a story before the ending and observe students' reactions. Are they aware the story is incomplete? Offer alternative endings and have students choose which ending they think it will be.

Beginnings and Endings

While watching a video, pause it after the beginning and ask students what they have learned about the characters and the story. Pause the video again before the ending and ask students to predict what will happen.

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Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 develop a sense of story through listening, reading and viewing experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– develop a sense of story through listening, reading and viewing experiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to develop a sense of story through listening, reading and viewing experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to develop a sense of story through listening, reading and viewing experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to develop a sense of story through listening, reading and viewing experiences. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- Wordless picture books.
- *Мово рідна, слово рідне!* Чумак Я. (ред.). Торонто: Українська книжка, 1986.
- *Нова 1: Діялоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

KINDERGARTEN K

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Changing the Words

Take a familiar rhyme, poem or story and have students change a word in it; e.g., for the song *Падав сніг*, instead of кіт зліпив собі пиріг, change it to пес, вовк. This activity is suitable when studying animals in class.

Writing Centre

Maintain a writing centre with a variety of manipulatives; e.g., Ukrainian magnetic letters, letter cards, letter tiles and writing materials. Encourage students to explore and experiment with letters and sounds independently; e.g., by using modelling clay to form alphabet letters or their names.

Picture Dictionaries

Students choose several new words of personal interest to them each week to add to their picture dictionaries. Write the words underneath each picture for students.

Colour and Letter Song

Students learn the letters чорна while singing *Чорна киця*. If they wish, students change the colours of the cat to синя, біла, жовта. Post the coloured cat with the printed colour word. Also talk about why other colours might not be suitable because there are too many syllables.

Nonsense Poem

Once students are familiar with the nonsense poem Та та та та, they can brainstorm for simple words containing the sounds; e.g., так, тато, там. Three or more simple words can be posted on a board under the heading "Та." Students add to the list as the year goes on (see outcome 2.1.4 for the poem).

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KINDERGARTEN

K

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Create an outcome-based rubric and use the rubric to evaluate how well students are able to demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Лелеченя. Букварик для малят*. Бударіна Р. В. Київ: Лелека, 2001.
- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- Ukrainian alphabet colouring books.
- Modelling clay.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Світанок. Ukrainian Songbook for Children*. Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Абетка*. Сіденко О. Київ: Лелека, 2000.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

KINDERGARTEN K

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 appreciate the sounds and rhythms of language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Action Songs

Students learn a song about farm animals and improvise appropriate movements; e.g., Старий дядько фарму мав.

Rhythmic Poetry and Songs

Students learn short songs and poems; e.g., *А я у гай ходила*. As students recite the poem or sing the song, they clap, skip, march, dance or use rhythm instruments to the rhythm of the words or beat.

Extension: Print favourite rhymes on chart paper so that students can read along and respond to the rhythm of the language.

Word Clapping

When learning new vocabulary from a theme, students clap out the rhythm of the words. Once students are familiar with these words, they guess the word by its rhythm.

Blindfold Game

A student is blindfolded and stands in the middle of the circle made by students. Students turn the blindfolded student a few times and leave him or her in the middle to choose another student for identification. While turning the blindfolded student, students call him or her "Панас" and say the following rhyme:

Students: Панасе, Панасе, на чому стоїш?
Панас: На камені.
Students: Що продаєш?
Панас: Квас.
Students: Лови мух, а не нас.

Ask the blindfolded student, "Хто це?" The student responds. Encourage the student to use hearing and touch.

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Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 appreciate the sounds and rhythms of language. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– appreciate the sounds and rhythms of language?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to appreciate the sounds and rhythms of language (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to appreciate the sounds and rhythms of language. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to appreciate the sounds and rhythms of language (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Світанок*. *Ukrainian Songbook for Children*. Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Буквар. Читайлик. Посібник із навчання правильного читання для дітей старшого дошкільного та молодшого шкільного віку*. Федієнко В. В. Київ—Харків: Школа, 2002.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

KINDERGARTEN K

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create original oral and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Role-play

As the teacher narrates a story or plays a song, students work in groups to role-play the various parts. Consider setting up a drama centre with simple dress-up clothes that students can use when role-playing. If possible, videotape the performances.

Change the Ending

Retell a familiar story and stop before the story ends. Divide students into groups and have each group member take a turn telling the end of the story to the others. Encourage students to change the ending in any way they want.

My Weekend

Divide students into groups and have them take turns telling the others what they did on the weekend. Encourage students to tell a story rather than simply recite a list of activities. Students can show pictures if they have them.

Cards

Students write a thank-you note to visitors or a buddy reader. Copy дякую and draw a picture representing the activity, or have ready-made cards. When celebrating a student's birthday, the class is given a card expressing Многії літа. Students sign their names and design the illustrations.

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Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create original oral and media texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– create original oral and media texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to create original oral and media texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to create original oral and media texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Create an outcome-based rubric and use it to evaluate how well students are able to create original oral and media texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- Birthday and thank-you cards.
- *Співучі скарби*. *Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Dress-up clothes.
- Videotaping equipment.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

KINDERGARTEN K

Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 demonstrate personal knowledge of a topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Discussion

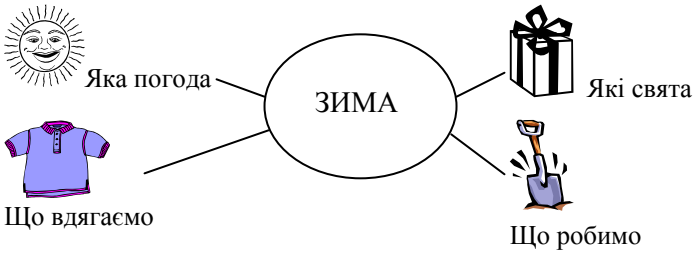
Initiate discussion about a specific topic relevant to students; e.g., holidays, events. They subsequently draw pictures about the discussed topic. Scribe for students a desired message for their pictures.

Family Booklets

After discussing families, students create personalized family booklets (Моя сім'я).

Webs

When studying a topic, prepare a web on a bulletin board, explaining what students will be covering. This can be used as a reference by students.



Students prepare small 10 cm x 15 cm illustrations as they study the theme and place the illustrations in the appropriate section of the web. Alternatively, each student has his or her own large web to which he or she adds illustrations.

Show and Tell

Students bring in an object based on the theme being studied. They each share two interesting facts in Ukrainian about their objects during sharing time.

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Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 demonstrate personal knowledge of a topic. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate personal knowledge of a topic?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate personal knowledge of a topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Ask probing questions to establish the extent of students' personal knowledge. Frame questions so that they are encouraged to reflect on their knowledge and extend their understanding. Discuss ways that students can find more information to add to their personal store of knowledge.

SAMPLE RESOURCES

- Small cards—approximately 10 cm x 15 cm.
- *Моя родина. My Family.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishers, 1982.
- Webs (see sample blackline master in Appendix D).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

KINDERGARTEN K

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask essential questions to satisfy personal curiosity and information needs in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelled Classroom Questions

Throughout the year, model questions—everyday routine questions, related to the theme, topic, unit. Questions could be incorporated into the morning routine; e.g.,

- Хто відсутній?
- Хто черговий/чергова?
- Хто наступний?
- Яка сьогодні погода?
- Яка сьогодні температура?

Or model questions related to everyday needs in the classroom; e.g.,

- Де Лора? Де лінійка? Олівець? Гумка?
- Чи ти закінчив/закінчила?
- Чи можна піти напитися води?
- Чи можна піти до туалету?
- Чи можна йти? їсти? співати? сідати? бавитися?
- Де моя куртка? мій чобіт? мої рукавиці? моє молоко?

The Five W's

Post the five key questions near the area for group time: Хто? Що? Де? Коли? Чому? When asking questions or modelling how to ask during show and tell, point to the question being posed.

Where?

To encourage students to use Де?, one student is asked to leave the room. The class then picks a familiar class object, e.g., a pencil, and hides it. The student is called back to the room. To help the student locate the object, the class adjusts their volume as they chant "Де олівець?", getting louder as the student approaches the object and becoming softer when the student is far from the object.

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KINDERGARTEN

K

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask essential questions to satisfy personal curiosity and information needs in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask essential questions to satisfy personal curiosity and information needs in the classroom context?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask essential questions to satisfy personal curiosity and information needs in the classroom context (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask essential questions to satisfy personal curiosity and information needs in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Model clear, concise questions during conference time. Encourage students to ask questions about classroom activities and to reflect on their own questions by asking students why they asked a particular question.

SAMPLE RESOURCES

- Classroom weather and calendar centre.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

KINDERGARTEN K

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 ask and answer essential questions to satisfy group curiosity and information needs in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Hidden Objects

Hide objects around the classroom. Students are told what objects to look for. They place their hands behind their backs while searching. Ask students, "Де_____?" When a student finds the classroom item, he or she says, "Я знайшов/знайшла _____."

The Five W's

Present students with a variety of pictures showing people, places, objects, time of day and special events. They state the questions they would ask, choosing simply Хто?, Де?, Коли?, Чому? or Як? This can be initially modelled by the teacher, using storybook illustrations and doing a talk-aloud. Ask simple questions and explain your thoughts to students.

Pre-reading Questions

Before reading a story, walk through the illustrations and encourage students to ask questions about the pictures. After reading the story, answer the questions as a class.

I Spy

Facilitate a game of I Spy in Ukrainian, using elements in the classroom as the target objects.

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KINDERGARTEN

K

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 ask and answer essential questions to satisfy group curiosity and information needs in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask and answer essential questions to satisfy group curiosity and information needs in the classroom context?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask and answer essential questions to satisfy group curiosity and information needs in the classroom context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask and answer essential questions to satisfy group curiosity and information needs in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to ask and answer essential questions to satisfy group curiosity and information needs in the classroom context (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- Collection of pictures depicting people, places, objects, time of day, special events.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

KINDERGARTEN K

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 listen to and follow simple directions in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Routines

Use everyday words and phrases based on class routines and use visual cues as much as possible; e.g.,

Сідайте	Час прибрати	Ще раз
Тихо	Устаньте	Швидше
Співаймо	Час їсти	Голосніше

Simon Says

Play Simon Says in Ukrainian, using simple classroom directions. First model each action until students understand; then play the game, using the familiar actions and commands.

Action Game

Introduce nonverbal actions that direct students to do something; e.g., opening and/or closing hands represents opening and/or closing a book. Give the direction and students do the action. As the year goes on, give the directions quicker and closer together and increase the speed of the game. The goal of the game is to have students work together so the entire class is correctly doing the action requested.

Picture Cards

Create picture cards with frequently used commands; e.g., Приклей!, Намалюй!, Почисть!, Помий!, Ходи сюди!, Іди!, Вернися!, Поскладай!, Склади! These cards can be used as reference when giving instructions. To improve student comprehension, act out the command while using the picture cards. Use these cards to display instructions for a step-by-step activity.

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Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 listen to and follow simple directions in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen to and follow simple directions in the classroom context?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen to and follow simple directions in the classroom context (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to and follow simple directions in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Quiz

Quiz students orally by having them individually follow the various directions covered as a class.

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Picture cards.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

KINDERGARTEN K

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify self and others as sources of information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Survey

Complete a class survey; e.g., choosing a favourite type of fruit. Each student will ask, "Що тобі більше подобається — виноград чи яблуко?" Students put their photocopied school pictures or names on specific spaces in the chart to indicate the fruits they like the most. They discuss the results.

Alternative Activity: After tasting different types of popcorn, students complete a tally by placing a tick in the appropriate box; e.g.,

кукурудза

 Сіль	 масло	 сир
𝍸	|||	||

Alternative Activity: Every day, as students enter the classroom, they can be asked a new survey question to answer before they meet in the group area. Using simple icons, students either place their names in a pocket chart or clip clothespins with their names onto a ribbon under their choice. This can also be used for taking attendance.

What Do We Know about ...

As a class, brainstorm what students already know about a topic. Write key words from the brainstorming on the board. After the brainstorming, emphasize all the different things that students in the class know about the topic.

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KINDERGARTEN

K

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify self and others as sources of information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify self and others as sources of information?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify self and others as sources of information (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify self and others as sources of information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify self and others as sources of information. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- Survey tally sheets.
- Graph.
- Pictures and other sources of information.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

KINDERGARTEN K

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 seek information from others in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Survey

One pair of students surveys the class for the day. With guidance from the teacher, they choose their questions, set up how they wish to present their data and practise how to ask their questions.

Key Question Phrases

Students are taught key phrases for inquiry; e.g.,

- Де? (Where?)
- Чи тобі подобається _____? (Do you like _____?)
- Чи ти хочеш _____? (Do you want _____?)
- Коли _____? (When _____?)
- Чому _____? (Why _____?)
- Що ти робиш? (What are you doing?)

Have students practise the question phrases with other students in the class.

Guest Speakers

When studying community workers, invite Ukrainian-speaking parents, relatives or guests to talk about their occupations. Before a guest speaker arrives, students generate questions they would like answered. Assist students in formulating questions.

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Specific Outcome

Identify Sources

Students will be able to:

3.2.2 seek information from others in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– seek information from others in the classroom context?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to seek information from others in the classroom context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to seek information from others in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to seek information from others in the classroom context (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- Ukrainian-speaking guests.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

KINDERGARTEN K

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked.

SAMPLE TEACHING AND LEARNING ACTIVITIES

What's in the Bag?

Invite students throughout the year to play What's in the Bag? Students take turns asking questions to find out what is in the bag. Eventually a student asks the correct question and the mystery object is revealed.

KWL Chart

Work with the class to fill in a simplified KWL chart when learning about a topic. Direct students' attention to the questions (what I want to know) and how to answer the questions asked by the class (what I learned).

Multiple Choice

Ask simple questions about a familiar topic and offer three or four different possible answers. Have students choose the response that answers the question and have one volunteer explain why their choice answers the question.

Riddles

Introduce simple riddles to the class and work through possible answers to the riddles. Have students identify the correct answer to the riddle and explain how it answers the riddle.

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KINDERGARTEN

K

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize when information answers the questions asked?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize when information answers the questions asked (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize when information answers the questions asked. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to recognize when information answers the questions asked (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Українські мовні ігри*. *Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- KWL chart (see sample blackline master in Appendix D).
- A bag and various mystery objects.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

KINDERGARTEN K

Specific Outcome

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to understand ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Felt Board
Use a felt board to tell stories or fairy tales or to introduce a new theme or topic with many new words.

Lining Up Chant
When lining up, students say and follow these actions:
До переду, до переду,
Всі ми стали до переду.
Руки збоку, руки збоку,
Наші руки всі є збоку.

Language Ladders
Students make their own language ladders, using visual cues or pictures for greetings, colours and so on. These can be shared at home or with another grade.

Collages
Students make collages based on a theme; e.g., colours, numbers, feelings, shapes, seasons, home, farms, pets, food.

Classroom Display
When studying a theme, students bring in items from home related to the topic. The items are collected and become part of a classroom display.

Recordings
Students listen to recordings of stories and Ukrainian songs. They discuss words they understood in the songs and stories.

Watching a Video
Students view a video; e.g., from the *У тітки Квітки* series. After viewing the video, students discuss how the visuals, music and sound effects helped them understand the events of the story.

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KINDERGARTEN

K

Specific Outcome

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to understand ideas and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use visual and auditory cues to understand ideas and information?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use visual and auditory cues to understand ideas and information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Review and discuss students' understanding of how meaning can be constructed by using illustrations and other visual cues. Determine students' awareness and ability to use visual cues, e.g., colour, shapes and sizes, to understand ideas and information.

SAMPLE RESOURCES

- Felt board.
- Magazines.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Tsyboolya … that means Onion!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Borscht* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica 4kids, 1999.
- *Booryak … carrots and cabbage too!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1999.
- *Barabolya … that means Potato!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Вінок діточих пісень 1* (audiocassette). Bilash, L. Edmonton, AB: Homestead Recording Studios, 1983.
- *Вінок діточих пісень 2* (audiocassette). Bilash, L. Winnipeg, MB: Century 21 Studios, 1983.
- *Вінок діточих пісень 3* (audiocassette). Bilash, L. Winnipeg, MB: Goede Creative Studios, 1989.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

KINDERGARTEN K

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 use prior knowledge to make sense of information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

Work with the class to fill in a simplified KWL chart when learning about a topic. Direct students' attention to the section "What I Know" and how what they already know about the topic helps them make sense of the information they learn.

Pre-reading Predictions

Before reading a story, walk through the illustrations and encourage students to predict what the story is about. After reading the story, discuss the predictions and how they used what they already knew about the topic to make sense of the pictures.

Classroom Experiments

Students make predictions before doing a simple experiment; e.g.,

- melting snow
- planting seeds
- freezing water
- mixing paint colours.

Discuss how students used what they already know about the topic to make sense of what they saw during the experiment.

Cause and Effect

Using cause and effect picture cards, present students with the cause only and let them predict the effect. Ask them to explain their thinking and note their use of existing knowledge to make sense of the picture cards.

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Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 use prior knowledge to make sense of information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use prior knowledge to make sense of information?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use prior knowledge to make sense of information (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use prior knowledge to make sense of information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use prior knowledge to make sense of information. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- Cause and effect picture cards.
- KWL chart (see sample blackline master in Appendix D).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

KINDERGARTEN K

Specific Outcome

Organize Information

Students will be able to:

3.3.1 categorize objects and visuals according to similarities and differences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Centre Sorting

Students choose from a changing variety of objects in a learning centre and sort them independently. They can sort by various attributes; e.g.,

- колір (colour)
- розмір (size)
- форма (shape).

Ukrainian Bingo

Explain to students how to play Ukrainian Bingo based on groups of words from particular themes. Have students create their own Bingo cards, using pictures of the different vocabulary words organized into different categories for each letter (b, i, n, g and o) based on how they look; e.g., colour, shape, size.

Antonyms

After learning the song *Антоніми*, students cut out pictures or illustrate each opposite pair.

Sorting Emotions

While studying emotions and feelings, students cut out pictures of faces from magazines. They then sort the pictures and create a picture collage for each emotion.

Sorting Food

While studying food groups, students sort pictures of foods into appropriate categories; e.g., colour, size, shape.

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Specific Outcome

Organize Information

Students will be able to:

3.3.1 categorize objects and visuals according to similarities and differences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– categorize objects and visuals according to similarities and differences?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to categorize objects and visuals according to similarities and differences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to categorize objects and visuals according to similarities and differences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Rating Scale

Create a simplified, graphic, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to categorize objects and visuals according to similarities and differences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Друзі. Friends*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/ Dzvin Publishers, 1982.
- Ukrainian Bingo game cards.
- Magazines.
- Pictures of various foods.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

KINDERGARTEN K

Specific Outcome

Record Information

Students will be able to:

3.3.2 represent and share information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Wish Booklets

For St. Nicholas Day, students compile wish booklets in which they draw pictures of their wishes.

Weather Chart

Students maintain a monthly or weekly weather chart. This can initially be modelled, then later be done independently after group time.

Last Night

Students talk about what they did the night before. These results are graphed and discussed at the end of the week.

All about Me

Students make and present an "All about Me" box or prepare a picture collage. Alternatively, they could prepare a time line of their lives, using pictures.

Extension: Students prepare a photo gallery about their families and present it to the class or collect mementos and store them in a scrapbook.

My Favourite Part

Students illustrate their favourite parts of a poem or story that was read aloud.

Beginning, Middle and End

After listening to a story, students illustrate the beginning, middle and end. Alternatively, they work in groups of three and each student illustrates a section of the story.

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KINDERGARTEN

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Specific Outcome

Record Information

Students will be able to:

3.3.2 represent and share information and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– represent and share information and ideas?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to represent and share information and ideas (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to represent and share information and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Create an outcome-based rubric and use the rubric to evaluate how well students are able to represent and share information and ideas (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- Templates for wish booklets.
- Weather chart.
- Scrapbooks, photographs.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

KINDERGARTEN K

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 share information gathered on a specific topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

All about Me Chart or Poster

Students make and present an "All about Me" chart or poster, including information such as:

- how old/birthday
- favourite things
- weight/height
- shoe size
- eye/hair colour

Все про мене
Моє ім'я _____.
Мені _____ років.
Моя вага _____.
Мій зріст _____.

Students take turns presenting the data collected about themselves.

Information Web

Students prepare a visual class web on a topic; e.g., Різдво, зима, осінь. They take turns gathering and adding information and making statements based on the information gathered.

My Buddy

Each student pair traces each other. Every day, a new question is taught to the class and used for interviewing the buddies. After the student responds, his or her buddy makes or cuts out visual representations of the answer. In the end, the student pair presents to the class: Мій приятель.

What I Learned About ...

After doing an experiment or cooking activity, students share what they learned. They can also share information by using illustrations.

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Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 share information gathered on a specific topic. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share information gathered on a specific topic?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share information gathered on a specific topic (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share information gathered on a specific topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Create an outcome-based rubric and use the rubric to evaluate how well students are able to share information gathered on a specific topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- "All about Me" chart or poster.
- Roll of brown paper and markers or crayons.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

KINDERGARTEN K

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 participate in information-gathering experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Trees

Students collect information about their own families to make a family tree. They present their projects to the class.

Simple Surveys

Students conduct simple surveys; e.g.,

Ім'я	**Що?**	**Подобається** ☺	**Не** ☹ **подобається**
Ліса	яблуко	☺	
Джон	яблуко		☹

My Time Line

Students gather and organize personal photographs, with assistance from home, to make simple time lines.

Recording Observations

Students plant seeds and record their observations by drawing pictures of the changes they see.

Posters or Collages

Students collect information and prepare posters or collages on a particular theme or topic; e.g., форми, кольори.

Class Murals

Students collect and display information in the form of a large mural; e.g., Різдво і звичаї, Наше середовище, Зима, Наша школа.

Ask a Buddy

Pairs of students are given a simple question to ask their reading buddies. After obtaining the responses, they share and compare their responses with their teacher and classmates.

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Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 participate in information-gathering experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in information-gathering experiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in information-gathering experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in information-gathering experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in information-gathering experiences. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- Student survey sheets.
- Poster materials.
- Chart paper and crayons.
- Photographs from home.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

KINDERGARTEN K

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 share ideas from personal experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Class Discussion

During morning routine students engage in discussion on topics that they can relate to; e.g.,

- holidays
- hobbies
- health
- birthday parties
- seasons (На дворі падає сніг.)
- families
- communities (city, farm, school)
- home

Show and Tell

Provide an opportunity for students to have Покажи й розкажи; e.g.,
Presenter: Я маю щось вам показати.
Students: Що ти маєш нам показати?
Presenter: Це мій песик. Він гарний. Я його люблю. і т. д.

Gallery Walk

Before introducing a topic, students bring in items from home; e.g., photographs, books, artifacts, concrete objects. These can be used for a gallery walk or displayed and shared by the individuals.

Sharing Circle

In a sharing circle, students talk about their weekend or what they did the night before.

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KINDERGARTEN

K

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 share ideas from personal experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– share ideas from personal experiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share ideas from personal experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share ideas from personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Meet with students in small groups to discuss their experiences in sharing ideas from their personal experience in Ukrainian. Note students' willingness to share their ideas with others and ask students what they felt they were able to do easily in Ukrainian and what they found difficult or challenging.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

KINDERGARTEN

K

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 participate in shared text experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Story Time

Students listen and follow the pictures as the teacher reads aloud fairy tales or repetitive stories (Ріпка) in Ukrainian. They retell the story through drama, mime, puppetry, modelling clay models or illustrations.

Games and Songs

Students engage in playing games and acting out songs; e.g.,

- Качка, качка, гуска (Duck, Duck, Goose)
- Песику, песику, де твоя кістка?
- Подоляночка (based on song)
- Чижику, чижику, пташку маленький (based on song).

Ukrainian Videos

Students watch short Ukrainian videos and cartoons; e.g., the *У тітки Квітки* series. After the video, students discuss their favourite parts and characters.

Audio Stories

Set up a listening centre for student use. Ask the older students to prepare audio recordings of books; e.g., those written by Lesia Savedchuk. Encourage them to include appropriate background music and sound effects. The younger students then listen to the recordings.

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Specific Outcome

Choose Forms

Students will be able to:

4.1.2 participate in shared text experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– participate in shared text experiences?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in shared text experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in shared text experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss students' feelings about how they shared text experiences. Inquire about preferred forms and have students talk about their feelings for particular forms. Provide positive feedback and encouragement.

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in shared text experiences. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.

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Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 recognize that ideas expressed in oral language can be represented and recorded.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

When I Grow Up

Students prepare their own pictorial representations after discussing a topic in the class; e.g.,

- When I grow up I want to be _____.
- Коли я виросту, я хочу бути _____.

They illustrate their statements, using visuals of objects that represent the occupation.

Nonverbal Communication

Students communicate their ideas or needs in any other form than oral for five minutes out of the day. This can be done as a daily or weekly event.

Retelling a Story

Students retell a story, using visuals. Write down the plot as described by students and read it back to them. Afterward, students represent sections of the story by preparing illustrations.

Learning Logs

Students maintain Learning Logs with pictures representing ideas or words that they learned. They also make personal journal entries, using pictures, diagrams or sketches. Consider providing opportunities for peers and parents to respond to journal entries by using pictures.

What I Heard

After listening to a story or viewing a video, students create a representation of what they heard and/or saw. They can use a variety of methods; e.g., drawing, painting or models. Students are encouraged to share their representations with other students.

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Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 recognize that ideas expressed in oral language can be represented and recorded. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recognize that ideas expressed in oral language can be represented and recorded?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that ideas expressed in oral language can be represented and recorded (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize that ideas expressed in oral language can be represented and recorded. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to recognize that ideas expressed in oral language can be represented and recorded. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Considering Children's Art: Why and How to Value Their Work*. Engel, Brenda S. Washington, DC: National Association for the Education of Young Children, 1995.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

KINDERGARTEN

K

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 participate in the sharing of own creations and those of others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Art Show

Model the simple sharing of a creation or object; e.g., show and talk about work by artist William Kurelek.

Покажи й розкажи

Provide an opportunity for students to have Покажи й розкажи. Encourage the class to ask questions of the presenters. After the presentation, students illustrate their favourite object.

Class Presentations

Students present their illustrations, models or booklets to the class. After the presentations, they discuss the creations of the other students in a positive way. Encourage students to say one positive thing about five different creations.

Sharing with the Community

Assist students in organizing presentations of songs or poetry to different groups in the community; e.g., in seniors' homes.

Parents' Night

Students display their work in the school. Their parents are invited for an evening of sharing.

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KINDERGARTEN

K

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 participate in the sharing of own creations and those of others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– participate in the sharing of own creations and those of others?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in the sharing of own creations and those of others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in the sharing of own creations and those of others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Rating Scale

Create a simple, graphic, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to participate in the sharing of own creations and those of others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

☐ Peer-assessment Checklist

With students, collaboratively create a simple outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to participate in the sharing of own creations and those of others (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE **RESOURCES**

- *A Prairie Boy's Summer.* Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *A Prairie Boy's Winter.* Kurelek, W. Montreal, QC: Tundra Books, 1973.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

KINDERGARTEN

K

Specific Outcome

Revise Content

Students will be able to:

4.2.2 express lack of understanding.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

"I Don't Understand"

Model for students a few ways to express that they do not understand; e.g., saying, "I don't understand," "Repeat that, please," "Я не розумію," "Це мені не ясно." Students practise these expressions with buddies.

Asking Questions

Encourage students to ask questions in Ukrainian to clarify understanding during activities; e.g., calendar routine, show and tell, when reading. Model these question techniques while students are presenting.

Extension: Model for students how the use of details in illustrations assists in developing an understanding. Maintain a visually rich environment or use visuals and drawings to explain concepts.

Nonverbal Communication

Model for students how facial expressions and actions can be indicators of a lack of understanding; e.g., shrugging shoulders, shaking head.

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KINDERGARTEN

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Specific Outcome

Revise Content

Students will be able to:

4.2.2 express lack of understanding. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– express lack of understanding?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express lack of understanding (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to express lack of understanding. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

KINDERGARTEN K

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 trace and copy letters, and explore letter keys on the keyboard.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Copying Nametags

Describe the formation of letters; e.g., паличка, горбок, хвостик. Have students copy their names from nametags.

Gel Tracing

Empty the contents of a jar of hair gel, preferably coloured, into a secure clear plastic bag. Prepare sets of large Ukrainian letters that students can place under the bag and then trace over, using their fingers.

Practice Keyboards

Supply old keyboards with Ukrainian letter overlays for students to use and practise on.

Creating Artistic Letters

Students glue over letters of their names, using cheerios, pasta, cotton balls and other small objects. Alternatively, students make long snakes from modelling clay and write their names.

Air Spelling

Have students trace letters in the air, moving their whole arms.

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KINDERGARTEN

K

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 trace and copy letters, and explore letter keys on the keyboard. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– trace and copy letters, and explore letter keys on the keyboard?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to trace and copy letters, and explore letter keys on the keyboard (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to trace and copy letters, and explore letter keys on the keyboard. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences/Portfolios

Discuss the importance of legibility in written work. Choose portfolio samples with students and have them describe why they chose particular printing samples or print-outs. Discuss ways to enhance legibility as appropriate.

SAMPLE **RESOURCES**

- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- *Абетка*. Завальська Н. Симферопіль: АВДІ, 2000.
- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- Class set of clear plastic bags and coloured hair gel.
- Ukrainian letters for tracing.
- Modelling clay.
- Small objects for gluing; e.g., dry cereal, cotton balls, dry pasta.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

KINDERGARTEN

K

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 use familiar words to describe ideas.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Gallery Walk and Discussion

Students participate in a gallery walk. Give them specific items to look for; e.g., shapes, lines, colours, numbers, characters. Following the gallery walk, students discuss what they observed and describe the items, using familiar words.

Adding Familiar Words

After completing a class mural or a personal illustration, students describe the completed work in five familiar words. Add these words to the class mural or personal illustration.

Greeting Cards

Students prepare a card for Mother's Day or Father's Day and copy "Я вас люблю." Have them describe what they like best about their mom or dad and add that key word to the card.

Show and Tell

Students participate in a show and tell activity for which they bring an object from home and prepare three statements about the object to share with classmates.

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KINDERGARTEN

K

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 use familiar words to describe ideas. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use familiar words to describe ideas?

☐ Self-assessment Rating Scale

Create a simple, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to use familiar words to describe ideas (see sample blackline master in Appendix E: Self-assessment Rating Scale).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use familiar words to describe ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- Checklist with picture clues for the gallery walk activity.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

KINDERGARTEN K

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 use visuals to express ideas, feelings and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Picture Books

Model how to create a wordless picture book. Students may work on their own, in pairs or in small groups to create similar picture books.

My Favourite Part

Students listen to stories, poems or songs. After a discussion, they illustrate their favourite parts. Students create "anthologies" to send home for family enjoyment.

Extension: Students create a mural of a favourite book.

Classroom Signs

Provide students with blank paper. With guidance, students create signs for each centre in the classroom. Help them create labels for important features of the centres. They practise reading the signs and prepare a guided tour of the classroom for potential visitors. Students also each maintain a personal checklist of the learning centres visited.

Photo Album

Take photographs of classroom experiences and display them on a classroom bulletin board. Students discuss the photographs to decide on appropriate labels. Write the labels and post them with the photographs.

Alternative Activity: Take photographs of students posing and expressing different feelings and create a feelings booklet.

Greeting Cards

Students make cards for special occasions. Provide students with samples and/or partially completed cards. Discuss the artistry of the cards and the ideas, feelings and information that are expressed in the graphics.

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KINDERGARTEN

K

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 use visuals to express ideas, feelings and information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use visuals to express ideas, feelings and information?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use visuals to express ideas, feelings and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use visuals to express ideas, feelings and information. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- Wordless picture books.
- Camera and photographs.

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Specific Outcome

Grammar and Usage

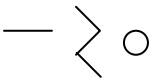
Students will be able to:

4.3.1 check for complete sentences, with guidance.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Talking in Complete Sentences

Invite students to talk about common experiences, stories or information being studied. They compose their simple messages orally before the teacher scribes them. Encourage students to speak in full sentences, use proper gender and attempt to use the proper singular or plural form of nouns.

Ім'я _____ Чи ви написали ім'я?
Дата _____ Чи ви написали дату?
Кольори Чи ви вживали різні кольори?
Лінії ○ ○ ○ ○
Чи ви вживали різні лінії?
Рамка  Чи ви зробили рамку?



Подробиці  Чи ви докладно все намалювали?

 Чи ви гарно розмалювали?

Check sentences for completeness with students.

Story Writing

Scribe students' simple stories. Share the pen with the student during the scripting of each story. Emphasize and encourage the use of complete sentences in students' stories and check for complete sentences with students.

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KINDERGARTEN

K

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for complete sentences, with guidance. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– check for complete sentences, with guidance?

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to check for complete sentences, with guidance (see sample blackline master in Appendix E: Observation Checklist).

☐ **Rubric**

Collaboratively create a simple, outcome-based rubric with students. Use the rubric to evaluate how well students are able to check for complete sentences, with guidance (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to check for complete sentences, with guidance. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- Audio recording equipment (optional).

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

KINDERGARTEN K

Specific Outcome

Spelling

Students will be able to:

4.3.2 connect sounds with letters.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Writing Centre

Create a writing centre with a variety of:

- manipulatives; e.g., sponge letters, letter tiles or cards, cereal, macaroni
- writing materials; e.g., markers, glitter, crayons, pencils, letter stamps, chalk and boards, paper
- audio equipment; e.g., audio alphabet books.

Letter of the Week

Highlight a different letter every week. On flipcharts, show different pictures/drawings/cut outs of items that begin with that letter and say the letter and the words associated with the pictures aloud with students.

Exploring Sound

Give students opportunities to explore sounds, letters and words in talk, oral word play, songs, poetry, chants, rhymes and daily reading activities.

Exploring Written Words

Students experiment in written expression; e.g., labelling objects, copying card greetings, printing notes with the help of the teacher or a buddy from a higher grade. Have students engage in writing activities; e.g.,

- alphabet booklets or letter booklets
- personal picture dictionaries.

Consonant and Vowel Cards

Make individual consonant and vowel cards, using permanent felt markers and ceramic tiles. Tiles are made with 11 duplicates of each vowel and 8 duplicates of each consonant. Students pick two consonants and one vowel and orally follow the pattern of the nonsense poem; e.g., та-та-та-та та-па-та-па та-па-та. These cards are then inserted into a pocket chart.

Phonemes

Students say a word and separate it into the consonants and discrete sounds or phonemes. They place a coloured block or marker down for each sound they hear in sound boxes labelled on sheets of paper.

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Specific Outcome

Spelling

Students will be able to:

4.3.2 connect sounds with letters. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– connect sounds with letters?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect sounds with letters (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Ask students to describe how they connect sounds and letters. Discuss strategies for remembering the different sounds associated with letters.

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to connect sounds with letters (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE **RESOURCES**

- *Абетка*. Завальська Н. Симферопіль: АВДІ, 2000.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Ukrainian Power Volume 1. Learning the Alphabet* (videocassette). Halaburda, O. Milford, MI: Ukrainian Power Videos, Inc., 2000.
- Consonant and vowel cards.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

KINDERGARTEN K

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 recognize some basic writing conventions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Copying Your Name

Students practise writing their own names by copying from cards. They also write their names by forming long snakes from modelling clay.

Letter Masking

Provide students with a model of the alphabet in upper and lowercase letters. With sticky notes, students show their knowledge of the alphabet by masking the following:

- an upper case letter
- a lower case letter
- the first letter of their first name
- their favourite letter
- the first letter of the alphabet
- the last letter of the alphabet.

Matching Upper and Lowercase Letters

Have students stand in a circle so everyone can see upper and lowercase letters printed on cards set in the centre of the circle. As students march in a circle to music, pause the music and name a student. The student enters the circle and matches a lowercase and an uppercase letter. Continue this until all letters are removed.

Fun with Fonts

Print students' names in a variety of fonts and sizes and invite students to choose their favourite fonts and tell why they made their choices. Create personalized letterhead with students' names in their favourite fonts and use it on notepaper to communicate with their families.

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KINDERGARTEN

K

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 recognize some basic writing conventions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recognize some basic writing conventions?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize some basic writing conventions (see sample blackline master in Appendix E: Observation Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to recognize some basic writing conventions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE **RESOURCES**

- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- Modelling clay.
- Sticky notes.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

KINDERGARTEN

K

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 use illustrations and other materials to share information and ideas.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Picture Books

Students prepare picture books, individually or as a class, on a variety of topics.

Picture Charades

Students take turns drawing a verb, event, action and so on. Other students must guess the word being drawn. Choose words on a related topic.

Alternative Activity: Have students use modelling clay to represent words and ideas.

Show and Tell

Students bring in items of interest or personal collections for show and tell. Have them bring pictures, brochures and books when discussing topics; e.g., family vacation, hobbies, favourite books.

All about Collages

Have students create collages based on what they have learned about a particular topic; e.g., health, plants, animals, Ukrainian culture. Encourage students to express things they have learned in the pictures used.

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KINDERGARTEN

K

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 use illustrations and other materials to share information and ideas. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use illustrations and other materials to share information and ideas?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use illustrations and other materials to share information and ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe as students share both formally and informally in small or large groups. Record students' topics of interest and preferred modes of sharing and observe students' developing communication and presentation skills in a variety of contexts. Note the extent to which students are able to use illustrations and other materials to share information and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- Modelling clay.
- Magazines.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

KINDERGARTEN **K**

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 express and represent ideas through various media and forms.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Expressive Artwork
Students use fabric, modelling clay and other media to form a picture based on a text or theme.

Class Drawing
The class illustrates a story, using overhead acetate paper. Each student can take a part or sequence. Later they present it to another class.

Video Recordings
Videotape the class reciting a poem or singing songs. Class members take turns bringing the video home to share it with their families.

Role-plays and Puppet Shows
Students role-play or use puppets to present a familiar story, poem or song; e.g., they dramatize *Рукавичка* or *Ріпка* as the teacher reads it aloud.

Class Mural
Students make a mural on topics studied in class.

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Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 express and represent ideas through various media and forms. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– express and represent ideas through various media and forms?

☐ Rubric

Collaboratively create a simple, outcome-based rubric with students. Use the rubric to evaluate how well students are able to express and represent ideas through various media and forms (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express and represent ideas through various media and forms. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Rating Scale

Create a simple, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to express and represent ideas through various media and forms (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE **RESOURCES**

- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- *Рукавичка*. Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.
- *Рукавичка. The Mitten* (CD–ROM). Arseneault, D. Hamilton, ON: Iliad Productions, 1998.
- *Рінка*. Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- Videotaping equipment.
- Puppets.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

KINDERGARTEN K

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate active listening and viewing behaviours.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Three C's Poster

Post active listening expectations and behaviours in the classroom as a reminder for students; e.g., 3 C's.

Стій!



Слухай!



Слідкуй очима!



Brainstorming

Lead students in a brainstorm of what attentive listening and viewing looks like/sounds like. Note students' responses and make a class chart. This chart becomes a reminder of criteria for attentive listening and viewing for classroom activities. Revisit the chart frequently with students.

Ми слухаємо	
Що видно? 	Що чути? 
Учні слідкують очима Руки при собі Руки піднесені для відповіді	Добрі питання Додаткові думки Слухачі не розмовляють

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KINDERGARTEN

K

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate active listening and viewing behaviours. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate active listening and viewing behaviours?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate active listening and viewing behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate active listening and viewing behaviours (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Discuss students' active listening and viewing behaviours and identify goals for improvement of active listening and viewing skills and strategies, as necessary.

SAMPLE **RESOURCES**

- Active listening poster.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

KINDERGARTEN K

Specific Outcome

Share and Compare Responses

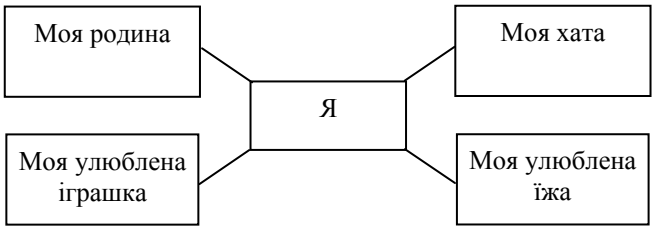
Students will be able to:

5.1.1 represent and draw about self and family.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Picture Webs

Students complete picture webs about themselves or their families; e.g.,



Extension: Students make family trees. They label members of their families in Ukrainian.

Silhouettes

With assistance, students trace their hands, their bodies or their heads and guess each silhouette. They use simple adjectives learned in class for descriptions.

Extension: As a class activity, students assist the teacher in creating a class height graph.

Alternative Activity: Students draw self-portraits at the beginning and end of the school year. The portraits are dated and placed in student portfolios.

My Family Trip

Students, with assistance, create wordless books that record, in sequence, events of a personal or family activity; e.g., birthday party, trip to the zoo, visiting a grandparent, family vacation.

Extension: Students bring in personal photographs and prepare a personal time line.

Picture Books

Students prepare a series of drawings that tell about themselves or their families. They use the drawings to create picture books for presentation to the class. Teachers, volunteers or older buddies scribe for students. Topics for the picture books may include:

All about Me
- my room
- my favourite toy
- my family
- my favourite game

My Family
- our house
- things we do together
- our favourite foods
- our holidays.

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KINDERGARTEN

K

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 represent and draw about self and family. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– represent and draw about self and family?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to represent and draw about self and family (see sample blackline master in Appendix E: Observation Checklist).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to represent and draw about self and family (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to represent and draw about self and family (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE **RESOURCES**

- Templates of a family tree and picture web.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

KINDERGARTEN K

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 listen actively to stories, and demonstrate curiosity.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Story Time Q and A

Read stories that have been translated into Ukrainian; e.g., *Червона шапочка*, *Три ведмеді*, *Три свинки*. Students view the illustrations and come up with questions about the characters, story and illustrations.

Cultural Stories

Students listen to culturally related stories; e.g., St. Nicholas, Easter. Lead students in a discussion about similarities and differences in celebrations at home and in the stories.

Guest Storyteller

Invite a Ukrainian storyteller or author to read a story and tell about his or her writing experiences. Encourage students to ask the guest questions about the story.

Story Variety

Students experience a variety of stories that address issues; e.g.,

- portraying different cultures in a positive way
- portraying the elderly as interesting and empathetic
- portraying males and females in traditional and nontraditional occupations
- portraying different families.

Active Listening

Lead students in a brainstorm of characteristics for good active listening and transfer their ideas onto a chart, using pictures and words. Post the chart in the classroom for student reference.

Стій!



Слухай!



Слідкуй очима!



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KINDERGARTEN

K

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 listen actively to stories, and demonstrate curiosity. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– listen actively to stories, and demonstrate curiosity?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen actively to stories, and demonstrate curiosity (see sample blackline master in Appendix E: Checklist and Comments 1 or 2). Consider including the following criteria:

– shows interest in the presentation or story
– displays appropriate body language
– responds to the speaker with appropriate facial expression
– asks appropriate questions.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen actively to stories, and demonstrate curiosity. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Engage students in informal discussions based on information presented to determine the effectiveness of their listening skills and their levels of curiosity about the stories read.

☐ Learning Logs

Students respond to texts that have been read to them. To demonstrate that they have actively listened to the story, have students:

– represent aspects of the story's plot or characters
– show how they felt about the story or represent a sequel to the story.

SAMPLE **RESOURCES**

- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Три свинки. Three Little Pigs.* Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Три ведмеді.* Турко К. Едмонтон: Міністерство освіти Альберти, 1977.
- *Червона шапочка*. *Little Red Riding Hood*. Чумак Я. (ред.). Торонто: Українська книжка, 1991.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

KINDERGARTEN K

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories to personal feelings and experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Holiday Books

Students prepare a holiday book. A holiday book provides an opportunity for students to represent and talk about family traditions; e.g., food, decorations, rituals and activities. Students compare these traditions with traditions written about or represented in texts read as a class.

Personal Responses to Stories

Assist students in responding to texts and memorable experiences in a variety of ways; e.g., drawing, painting, acting, speaking, singing, modelling. Students share their responses with partners or groups, focusing on how the story made them feel and what the story reminded them of.

Extension: Students listen to a story, then make connections between the story and their own personal experiences.

Memory Box

Students collect objects related to a field trip, special occasion or favourite book. They place the objects into a show box labelled "Memory Box." Label objects as a class activity that involves reading and writing. Students share their memory boxes with partners or groups. As students talk about their memory boxes, encourage them to remember the names of the objects in Ukrainian and to make connections between the objects and their own personal experiences.

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KINDERGARTEN

K

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories to personal feelings and experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– connect aspects of stories to personal feelings and experiences?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect aspects of stories to personal feelings and experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect aspects of stories to personal feelings and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss the characters in stories with students and ask probing questions to determine if students can relate aspects of the stories to their own experiences.

SAMPLE **RESOURCES**

- Shoe boxes to be used as memory boxes.
- Supplies such as paints, modelling clay, crayons.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

KINDERGARTEN K

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 contribute to group experiences to create and celebrate.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Borscht Day
After learning the names of vegetables, students celebrate by having Borscht Day. Illustrate the steps involved in making borscht or view a video showing how to make the soup. Students learn the Ukrainian names of the foods used to make borscht.

Christmas
Students prepare for St. Nicholas' visit by preparing a mini-performance for him or drawing pictures for him.

Святий вечір
Students participate in a school-wide or classroom Святий вечір.

Easter
Students participate in preparing the dishes for Easter breakfast. They learn the names of Easter foods in Ukrainian. They learn and perform a simple Easter dance; e.g., *Кривий танок*.

Birthdays
To celebrate birthdays, each student makes a card and sings *Многії літа*.

Epiphany
Students build a cross out of ice for Epiphany, using frozen milk cartons.

Student of the Week
Each week a different student is chosen to be the Student of the Week. Each student says something special about the student that is scribed by the teacher. Each student creates a portrait of the individual and sentences are written underneath. These are made into a book and the book can then be presented to the student.

Class Choice
Students decide how they would like to represent a cultural celebration; e.g., photo display, individual illustrations, group mural, video, models, wordless picture book, sequence of illustrations.

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Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 contribute to group experiences to create and celebrate. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– contribute to group experiences to create and celebrate?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to contribute to group experiences to create and celebrate. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences/Self-assessment Rating Scale

Discuss students' contributions to group experiences related to the celebrations. Create a simple, outcome-based self-assessment rating scale and help students use the rating scale to evaluate how well they are able to contribute to group experiences to create and celebrate (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE **RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

KINDERGARTEN K

Specific Outcome

Cooperate with Others

Students will be able to:

5.2.1 participate in group activities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Cooperative Learning Centres

Provide students with a variety of learning centres in which they work cooperatively in an unstructured group setting. Encourage students to share, take turns and help one another for the centres to be enjoyable and productive aspects of the learning environment. Centres may include a sand table, water centre, toy centre, dress-up box, language centre and construction centre.

Cooperative Games

Students play games (e.g., parachute games, board games) where cooperation is valued and necessary for successful completion of the game. Model the use of encouraging and team-building language in Ukrainian.

Alternative Activity: Students build a structure as a class by taking turns adding a block of their choice.

Discussing Cooperative Play

Explain to students what cooperative play looks like; e.g., ми чергуємося/ми допомагаємо одне одному/коли є незгода, ми спокійно говоримо/кожний має свою роботу, яку треба виконати. Discuss examples of cooperative play from students' experiences.

Extension: Students brainstorm what cooperative play looks like and sounds like. Record student responses and create a chart that is posted in the classroom.

Partner Collages

Working with partners, students cut out pictures from newspapers and magazines related to a theme or concept. They cooperatively plan and create a collage. The pair tells what they tried to show in their collage and how they worked together.

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Specific Outcome

Cooperate with Others

Students will be able to:

5.2.1 participate in group activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– participate in group activities?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in group activities (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in group activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss cooperative group activities with students and have them reflect on turn-taking, waiting for others to finish, sharing materials, making encouraging comments and showing support in different ways as they work together.

☐ Peer-assessment Checklist

With students, collaboratively create a simple, outcome-based peer-assessment checklist. Assist students as they use the checklist to determine if their peers are able to participate in group activities (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE **RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- A variety of cooperative games; e.g., board games.
- Newspapers and magazines.

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Specific Outcome

Work in Groups

Students will be able to:

5.2.2 demonstrate attentiveness in group activities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Show and Tell

Students practise active listening skills, turn-taking and asking questions during show and tell activities. Encourage students to ask appropriate questions of each presenter or tell him or her what they found most interesting about the presentation.

Partner Recall

Assign a topic and have the class break into pairs and take turns sharing their ideas with a partner. Each student tries to recall and share his or her partners' ideas with the rest of the class.

Positive Feedback

During group presentations or activities, students learn to share ideas, accept ideas and provide positive and constructive feedback. Encourage students to listen carefully to the presentations of other groups or of other members of their own groups. Have them think of one positive thing to say about each presentation.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate attentiveness in group activities?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate attentiveness in group activities (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate attentiveness in group activities and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

(continued)

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Work in Groups

Students will be able to:

5.2.2 demonstrate attentiveness in group activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Self-assessment Checklist**

After working in a small or large group, have students complete a self-assessment checklist, using picture cues; e.g.,

1. /



☺ ☹

2. Я дивився/дивилася



☺ ☹

3. Я рівно сидів/сиділа



☺ ☹

4. Я чемно бавився/бавилася



☺ ☹

5. Я чекав/чекала на свою чергу
1-ий/-а, 2-ий/-а, 3-ій/-я

☺ ☹

6. Я говорив/говорила



☺ ☹

7. Я допомагав/допомагала іншим



☺ ☹

SAMPLE **RESOURCES**

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

KINDERGARTEN K

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 recognize variations in language use.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Formal and Informal Greetings

Students discuss the differences between greeting a friend (e.g., Привіт!) and greeting the principal (e.g., Добридень!). They role-play how to greet a friend and how to greet the principal or another adult.

Extension: Students role-play meeting different people. They are given a picture of a person and must decide how to greet each other or what phrase to use; e.g.,

- Добридень/Привіт/Слава Ісусу Христу
- До побачення/Па-па/З Богом/Добраніч
- Як ти почуваєшся?/Як ваше здоров'я?
- Будь ласка/Прошу.

Decide on students' focus and add to the phrases as students become increasingly confident; e.g.,

- лазничка/туалет
- тенісівки/кросовки/кеди.

Correcting Inappropriate Language

When inappropriate language has been used, discuss alternative ways of communicating that are more acceptable. Students talk about other variations or other languages spoken in their home or with family members. Discuss variations in language use as they come up in class; e.g., гідо–дідо, копик–горнятко, чай–гарбата, фрукти–овочі.

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KINDERGARTEN

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Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 recognize variations in language use. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recognize variations in language use?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize variations in language use (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to recognize variations in language use. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- Pictures of different people; e.g., principal, adults, children.

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Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 help others and ask others for help.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Classroom Chores and Routines

Encourage students to participate actively in the daily routines that are necessary to the maintenance of an orderly learning environment. Help them learn to do their part in activities; e.g., clean-up times that are made more enjoyable when students are asked to:

- put away a specified number of things to encourage counting objects
- put away things by colour or shape
- work in small groups
- clean up to music and freeze when the music stops.

Extension: Have students take turns leading the clean-up by choosing the variation to be used for the day and explaining it to the class. Through these activities, students learn that everyone is important and has a job in a classroom community.

Sharing and Helping

Implement a system for sharing materials that reinforces helping and cooperative behaviours and emphasizes the positive aspects of working with others.

Helpful Phrases

Model key phrases for students to offer help and ask for help; e.g.,

- Я не знаю.
- Я не розумію.
- Покажи мені, будь ласка.
- Поясни мені, будь ласка.
- Я тобі допоможу.
- Чи можна тобі допомогти?

Group Work

During classroom activities (e.g., daily classroom routines, group art activities, centre activities, drama activities), students help others and seek assistance from group members.

During a cooperative learning activity, each student is given a task and cooperates to achieve the group goal.

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Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 help others and ask others for help. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- help others and ask others for help?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to help others and ask others for help (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

- identifies ways to help others
- uses supportive, encouraging language with peers
- works as a contributing member of large groups
- asks others for help.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to help others and ask others for help. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss students' group interactions and elicit other ways of working effectively as members of a group.

☐ Self-assessment

Implement a student daily self-assessment in which, at the end of the day, they check off on a class poster if they helped other students. Ask students:

- Кому ти помагав?
- Як ти/ У чому ти допомагав

SAMPLE **RESOURCES**

- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

KINDERGARTEN **K**

Specific Outcome

Sound–symbol System

Students will be able to:

6.1.1 listen to, identify and begin to produce basic sounds of the Ukrainian language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Flash Cards

Hold up a flash card of a very simple word and say the word while emphasizing the sound of the first letter. Demonstrate how to print the initial letter on chart paper and display the chart paper in class.

Extension: Say a word and have students volunteer to point to the symbol of the initial sound of that word.

Pictures and Sounds

Students are shown pictures from which they identify the objects. As students say each word, ask them to repeat and identify the sound of the first letter. Students are then asked to identify the name of the letter and to attach the object picture to a chart paper labelled with that letter.

Initial Sounds

After brainstorming simple classroom words with the same initial sounds, students select three of these words to illustrate. Students draw these three pictures, then show the pictures to the teacher or a partner, telling the names of the pictures. They then copy the letter of the initial sound onto the pictures.

Extension: When a student is the Student of the Week, assist the class to brainstorm simple words that have the same initial sound found in the student's name.

Songs and Poems

After singing a song or reading a poem, ask students what sounds they hear in a specific word from the song or poem. Assist students in identifying and labelling the sound symbol.

Identifying Syllables

Produce sentences in Ukrainian and ask students to clap the number of syllables they hear in each sentence; e.g.,

- Хата. Скільки звуків чути? _____ _____.
- Картопля. Скільки звуків чути? _____ _____ _____.
- До побачення. Скільки звуків чути? _____ _____ _____ _____ _____.
- Яблуко. Скільки звуків чути? _____ _____ _____.

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KINDERGARTEN

K

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 listen to, identify and begin to produce basic sounds of the Ukrainian language. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen to, identify and begin to produce basic sounds of the Ukrainian language?

Note: Some students, because of age, may have difficulty producing certain sounds; e.g., р, щ.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to, identify and begin to produce basic sounds of the Ukrainian language. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Meet with individual students to assess their ability to listen to, identify and produce basic sounds of the Ukrainian language. Ask students to produce initial and final sounds heard in words.

☐ Quiz

Quiz students orally by having them identify and produce basic sounds of the Ukrainian language.

SAMPLE RESOURCES

- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Абетка*. Бокало Г. (ред.). Львів: Аверс, 1999.
- *Лелеченя. Букварик для малят*. Бударіна Р. В. Київ: Лелека, 2001.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

KINDERGARTEN

K

Specific Outcome

Lexicon

Students will be able to:

6.1.2 repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Body Parts

After singing *Голова рамена*, students identify body parts out of sequence.

Extension: While studying body parts, give students a sling or bandage and ask, "А що в тебе болить?" Students respond by saying, "У мене болить _____."

Prepositions

Use hand signals or locations to prompt and support students in recognizing prepositions; e.g., на, під, біля, спереду, ззаду. Students watch the signals and repeat after the teacher.

Calendar Vocabulary

On a daily basis, students use the classroom calendar to practise vocabulary; e.g., numbers, expressions for date, names of the days, weather vocabulary.

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Specific Outcome

Lexicon

Students will be able to:

6.1.2 repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Ukrainian Bilingual Program K–12: Teacher Resource Guide*. Edmonton, AB: Edmonton Catholic Schools, 1998.
- Classroom calendar.

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Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

Nouns
- all genders; e.g., *зошит*, *книжка*, *авто*
- nominative singular and plural; e.g., *зошит/-и*, *книжка -и*, *авто/-а*
- vocative; e.g., *мамо*, *Лесю*, *Степане*, *тату*

Pronouns
- demonstrative, possessive, interrogative nominative singular; e.g., *той*, *моя*, *яке*, *хто/що*

Adjectives
- noun–adjective agreement; e.g., *новий зошит*, *цікава книжка*, *гарне авто*
- nominative singular; e.g., *новий зошит*, *цікава книжка*, *гарне авто*

Verbs
- present of common *verbs*; e.g., *читаю*, *пишеш*

use, in **structured** situations, the following grammatical elements:

Pronouns
- personal nominative; e.g., *я*, *ти*, *вони*

Verbs
- infinitive; e.g., *читати*, *писати*

Adverbs
- of quality; e.g., *добре*, *погано*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Noun-adjective Agreement

Review the ideas of singular and plural, male and female nouns. Explain that in Ukrainian the words that describe nouns are different depending on whether the noun is singular or plural, male or female. Use examples from objects found around the class and colour code the words based on whether they are male, female, singular or plural.

Verbs

Choose simple verbs associated with a theme currently being studied; e.g., animal movements. Have students repeat after you and do the actions; e.g., “A bunny hops.” “The bunnies hop.” Emphasize the connection between the subject and verb.

Pronouns

Have students create simple skipping songs or action songs, using personal nominative pronouns; e.g., I, you, we.

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Specific Outcome

Grammatical Structures

Students will be able to:

6.1.3 use, in modelled and structured situations, the specific grammatical elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use, in modelled and structured situations, the specific grammatical elements?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use, in modelled and structured situations, the specific grammatical elements (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- Posters with a variety of coloured objects that can be used to teach adjective and noun agreement.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

KINDERGARTEN

K

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate basic mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Ordering

Create several cards with nouns/subjects, verbs and prepositional phrases (e.g., “to the store,” “at school”) based on a topic covered by the class; e.g., in the community, the weather. Choose one of each type of card and read them aloud separately. Work with students to order the words in a way that makes sense.

Sentence Patterns

Supply students with a sentence pattern related to a topic covered by the class; e.g., my family, all about me. Ask students to come up with new sentences based on the pattern provided. After students have thought of ten, change the sentence pattern and start the activity again.

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Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate basic mechanical features. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate basic mechanical features?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to imitate basic mechanical features (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate basic mechanical features. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Cards with nouns/subjects, verbs and prepositional phrases.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

KINDERGARTEN

K

Specific Outcome

Discourse Features

Students will be able to:

6.1.5 imitate simple, basic discourse features in oral interactions in the immediate learning environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Conversations

Model and then ask students to role-play simple telephone conversations in which they exchange simple greetings and ask one another what they are doing. Students practise appropriate telephone greetings, patterns of interaction and appropriate pauses for responses.

Passing the Object

Sitting in a circle, students practise passing an object by using the following interaction pattern:
Student A: Чи ти хочеш _____ (ручку, книжку, олівець) (name of the object)?
Student B: Так, прошу.

When Student B receives the object, he or she says "Дякую." Student B turns to the student sitting next to him or her and repeats the pattern. The activity continues until all students have a chance to ask and respond to the question and the object has been passed around the circle.

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Specific Outcome

Discourse Features

Students will be able to:

6.1.5 imitate simple, basic discourse features in oral interactions in the immediate learning environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate simple, basic discourse features in oral interactions in the immediate learning environment?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to imitate simple, basic discourse features in oral interactions in the immediate learning environment (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate simple, basic discourse features in oral interactions in the immediate learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to imitate simple, basic discourse features in oral interactions in the immediate learning environment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- Toy telephones.
- Object for passing.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

KINDERGARTEN K

Specific Outcome

Listening

Students will be able to:

6.2.1 listen and respond to basic phrases in the learning environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Routine Teacher Instructions

Students listen and respond to routine words and phrases; e.g., routine instructions and greetings.

Extension: Use body language together with commands; e.g., Сідайте, Встаньте, Слухайте, Дивіться. Students respond appropriately.

Calendar Routine

Once the commands are modelled and known, students take turns being teacher and lead the calendar routine, asking questions; e.g., Яка дата? Який день? Котрий день тижня? Яка погода?

Simon Says

Students play Simon Says with simple, routine commands. They take turns leading the game.

Lining Up Chant

When lining up, students say and follow these actions:
До переду, до переду,
Всі ми стали до переду.
Руки збоку, руки збоку,
Наші руки всі є збоку.

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KINDERGARTEN

K

Specific Outcome

Listening

Students will be able to:

6.2.1 listen and respond to basic phrases in the learning environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen and respond to basic phrases in the learning environment?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen and respond to basic phrases in the learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to listen and respond to basic phrases in the learning environment. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Classroom calendar.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

KINDERGARTEN K

Specific Outcome

Speaking

Students will be able to:

6.2.2 repeat and create simple, patterned oral phrases in the learning environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Surprise Bag

Introduce a surprise bag with objects. Present the objects from the surprise bag for students to view, name each object and have students repeat the name. Once they are familiar with the names of the objects, divide students into teams to play a game. Students score a point for their team every time they can name one of the objects from the surprise bag.

Shaw and Tell

Students participate in Покажи й розкажи.

Telephone

Students play телефон. One student picks a word or phrase, whispers it into the ear of another student and the phrase is passed along. The last person states the phrase he or she heard.

Pattern Stories

Read pattern stories and have the students repeat key phrases; e.g., *Рінка*, *Три свинки*.

Survival Words and Phrases

Students learn basic survival words and phrases at a rate of one or two per week to function in Ukrainian in the classroom. They repeat these phrases as they enter or exit the classroom before lunch. Record these phrases and post them in the classroom with accompanying symbols or pictures for student reference.

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KINDERGARTEN

K

Specific Outcome

Speaking

Students will be able to:

6.2.2 repeat and create simple, patterned oral phrases in the learning environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– repeat and create simple, patterned oral phrases in the learning environment?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to repeat and create simple, patterned oral phrases in the learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to repeat and create simple, patterned oral phrases in the learning environment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to repeat and create simple, patterned oral phrases in the learning environment. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Рiпка*. Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- *Три свинки. Three Little Pigs.* Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Surprise bag and various objects.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

KINDERGARTEN

K

Specific Outcome

Reading

Students will be able to:

6.2.3 recognize some letters.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Identify Words with an Initial Letter

Give students a picture with labelled items that begin with a specific letter. As students say each word, ask if they hear the specific letter sound. Later, provide pictures with words that have different initial letters and have students circle the pictures of objects that have a particular initial letter.

Name Cards

Students look for their name cards when entering the class. Initially, the name cards are kept in the same position. Once students become familiar with their names, the cards are switched around.

Classroom Labels

Label objects in the room and post visuals and print for vocabulary used every day to focus students' attention.

Letter of the Day

When presenting the letter or sound of the day, display a tongue twister based on that sound. Read it and ask students to first listen for the sound most frequently repeated and then point to the letter they think is producing the sound; e.g.,

- Та та та та
- Та па та па та па та
- Ти ти ти ти
- Ти пи ти пи ти пи ти
- То то то то
- То по то по то по то
- Те те те те
- Те пе те пе те пе те
- Ті ті ті ті
- Ті пі ті пі ті пі ті.

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KINDERGARTEN

K

Specific Outcome

Reading

Students will be able to:

6.2.3 recognize some letters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize some letters?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize some letters. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize some letters (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Абетка*. Бокало Г. Львів: Аверс, 1999.
- *Лелеченя. Букварик для малят*. Бударіна Р. В. Київ: Лелека, 2001.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Назви предметів у клясі. Ukrainian Classroom Labels*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Мій словничок. Ukrainian Alphabet Booklet Master*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Language Posters*. Saskatoon, SK: Saskatchewan Education, Training and Employment/ Saskatchewan Teachers of Ukrainian.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

KINDERGARTEN

K

Specific Outcome

Writing

Students will be able to:

6.2.4 copy letters.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Alphabet Pictures

Give students pictures of things that begin with different letters of the alphabet. As students say each word, note the initial letter. On a lined space beside an object, students write the letter.

Greeting Cards

Students copy greetings in cards for different holidays.

Booklets

Students make booklets by copying text and creating their own illustrations; e.g.,

- Я бачу…
- Мені подобаються.
- Тематичні книжечки.

Stencils

Cut letter stencils out of cardstock. Students can use the stencils for tracing and art projects.

Writing Centre

Create a writing centre where students use different media and materials to copy letters.

Fine Motor Skills Practice

Engage students in daily fine motor activities; e.g., embroidery with plastic needles, modelling clay, forming strokes with different media, forming tactile letters.

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KINDERGARTEN

K

Specific Outcome

Writing

Students will be able to:

6.2.4 copy letters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– copy letters?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to copy letters. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Quiz

Have students copy various letters covered during class time.

☐ Portfolios

With students, choose various items to include in their portfolios.

SAMPLE RESOURCES

- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Я і Україна. Зошит з ознайомлення з навколишнім світом: Навчальний посібник для 1-го класу початкової школи*. Стиранка Г. Я., Ухіна Т. Б. Тернопіль: Мандрівець, 2002.
- Modelling clay.
- Ukrainian alphabet stencils.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

KINDERGARTEN K

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and respond to familiar events and representations in the learning environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Responses

After viewing a media presentation, students can provide personal responses by:

- painting pictures
- presenting puppet shows
- creating dances
- making dioramas.

Cultural Presentations

Invite cultural presentations into the classroom; e.g., musicians, singers and dancers. Students respond in a variety of ways; e.g., drawing their favourite part.

Field Trip Gallery

After a field trip, create a picture gallery showing the highlights of the trip and any items collected during the trip. Discuss the gallery with students; e.g., what they liked best, what the pictures remind them of or a feeling that a picture evokes.

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KINDERGARTEN

K

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and respond to familiar events and representations in the learning environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– view and respond to familiar events and representations in the learning environment?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to view and respond to familiar events and representations in the learning environment (see sample blackline master in Appendix E: Observation Checklist).

☐ Portfolios

Work with students to prepare a portfolio of their work, displaying responses to viewing activities.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to view and respond to familiar events and representations in the learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

KINDERGARTEN

K

Specific Outcome

Representing

Students will be able to:

6.2.6 imitate and create simple representations of familiar ideas, events and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pictures

Students create pictures that represent family, events and student involvement in various activities; e.g., students draw pictures of field trips.

Extension: Students create a collage or simple picture booklet on feelings, colours, numbers.

Clay Characters

Using modelling clay, students create sculptures of characters from a favourite story.

Role-plays

Students act out their favourite parts of a story.

Class Wall Mural

Students create a wall mural representing familiar events; e.g., the seasons, a holiday, a school event. They copy a word from the wall to label their representation.

Scrapbooks

Students maintain a special event scrapbook in which they illustrate special school events; e.g., first day of school, Halloween, Thanksgiving, Remembrance Day assembly.

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KINDERGARTEN

K

Specific Outcome

Representing

Students will be able to:

6.2.6 imitate and create simple representations of familiar ideas, events and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate and create simple representations of familiar ideas, events and information?

☐ Rubric

Collaboratively create a simple outcome-based rubric with students. Use the rubric to evaluate how well students are able to imitate and create simple representations of familiar ideas, events and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to imitate and create simple representations of familiar ideas, events and information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- Pre-made field trip booklets.
- Class set of scrapbooks.
- Modelling clay.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

KINDERGARTEN K

Specific Outcome

Register

Students will be able to:

6.3.1 speak at a volume appropriate to classroom situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inside and Outside Voices

Lead students in a discussion of appropriate voices for inside and outside. They learn words associated with appropriate volume and respond appropriately; e.g., Тихенько! Голосно! Тихше! Голосніше!

Quiet Spaces

Lead students in a brainstorm of locations in the school that require quiet voices; e.g., у клясі, у бібліотеці. Other places in and around the school where louder voices can be used would include у спортзалі, у музичній кімнаті, на майданчику.

Extension: Discuss classroom times during which quiet voices are required.

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KINDERGARTEN

K

Specific Outcome

Register

Students will be able to:

6.3.1 speak at a volume appropriate to classroom situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- speak at a volume appropriate to classroom situations?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to speak at a volume appropriate to classroom situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes). Look for and note evidence that students are able to:

- understand appropriate volume for a variety of classroom situations
- use appropriate volume when speaking in a variety of situations
- demonstrate a willingness to use appropriate volume when speaking.

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to speak at a volume appropriate to classroom situations. Offer feedback, encouragement and praise as needed.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

KINDERGARTEN

K

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idiomatic Expressions

Model the use of age-appropriate idiomatic expressions at appropriate times throughout the year. Encourage students to repeat and use these expressions accordingly. Some age-appropriate idiomatic expressions include:

- Молодець!
- Люкс!
- Добре!
- Дуже добре!
- Супер!
- Чудово!

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Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- imitate age-appropriate idiomatic expressions?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate age-appropriate idiomatic expressions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes). Look for and note evidence that students are able to:

- attentively listen and observe teacher modelling of expressions
- imitate expressions
- use basic expressions appropriately in the classroom.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Observation Checklist).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

KINDERGARTEN

K

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices; e.g., male and female, young and old.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guest Speakers

Invite a variety of guest speakers into the classroom to read to students and interact with them in Ukrainian.

Audio Books

Older students prepare audio books for students to enjoy during learning centre time.

Listening Centre

Students listen to a variety of audio recordings of stories and songs at a listening centre.

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KINDERGARTEN

K

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices; e.g. male and female, young and old. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experience a variety of voices?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experience a variety of voices. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to experience a variety of voices. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Зачарована ялинка*. *The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Снігова пісня*. *Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- Guest speakers.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

KINDERGARTEN

K

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 imitate simple routine social interactions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play Centre

Establish a role-playing centre for:

- ordering at a restaurant
- purchasing a bottle of juice from a store
- visiting the dentist
- going to grandparents
- attending a friend's birthday
- calling a friend on the phone.

Hello, Goodbye

Model simple routine social interactions; e.g., greeting and leave-taking. Students practise these interactions with their peers.

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KINDERGARTEN

K

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 imitate simple routine social interactions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate simple routine social interactions?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to imitate simple routine social interactions (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate simple routine social interactions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Items for role-playing centre; e.g., toy telephone, plastic juice bottles.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

KINDERGARTEN

K

Specific Outcome

Nonverbal Communication

Students will be able to:

6.3.5 imitate some common nonverbal behaviours used in Ukrainian culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Common Nonverbal Behaviours

Demonstrate various nonverbal behaviours used in Ukrainian culture; e.g.,

- a thumb up gesture when a job is well done
- greeting by kissing three times on the cheek, alternating cheeks
- walking arm in arm.

Have students imitate these behaviours.

Greetings and Goodbyes

Model simple routine social interactions; e.g., greeting and leave-taking. Students practise these interactions with their peers, using appropriate nonverbal behaviours; e.g., shaking hands.

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KINDERGARTEN

K

Specific Outcome

Nonverbal Communication

Students will be able to:

6.3.5 imitate some common nonverbal behaviours used in Ukrainian culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate some common nonverbal behaviours used in Ukrainian culture?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate some common nonverbal behaviours used in Ukrainian culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to imitate some common nonverbal behaviours used in Ukrainian culture (see sample blackline master in Appendix E: Observation Checklist).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

KINDERGARTEN K

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, perform actions to match words of a song, story or rhyme.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Songs
Teach students to sing songs in Ukrainian, e.g., Barabolya (CD), to enhance letter identification. Consider recording these songs and replaying them for students. Invite students to create actions to the song.

Flash Cards
Have students make their own flash cards. On one side of the flash card is the printed Ukrainian letter. On the other side is the English-sound spelling. Have students quiz each other using the flash cards.

Story Actions
Read a familiar story while students act out the events of the story.

Picture Dictionaries
Students create simple picture dictionaries for themselves to enhance language learning.

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KINDERGARTEN

K

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, perform actions to match words of a song, story or rhyme.. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple cognitive strategies, with guidance, to enhance language learning?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Улюблені вірші. Популярні дитячі вірші українських поетів.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 2002.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Троє поросят*. Київ: Махаон–Україна, 1998.
- *Ріпка*. Київ: Веселка, 1999.
- *Червона шапочка*. Київ: Махаон–Україна, 2000.
- *Лисичка та журавель*. Київ: Веселка, 1996.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

KINDERGARTEN K

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Centre Log

Students maintain a log of learning centres. Each day, they check off centres in which they participated. Centres can be labelled, using picture cues and print. Students also rate the centres from 1–5.

Portfolios

Students select pieces of their work that can be placed into a personal portfolio. They discuss their choice with the teacher. Scribe students' comments. These portfolios can be shared with parents every week at home.

Peer Reflection

Divide students into groups and have them share stories related to information learned in the unit; e.g., vocabulary, grammatical structures, cultural elements. Students draw pictures about the unit. Use sentence starters; e.g.,

- Це нагадує мені про той час, коли …
- От якби я знав/знала про це тоді, коли …
- Коли ми вчимо це, я завжди думаю про …

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KINDERGARTEN

K

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple metacognitive strategies, with guidance, to enhance language learning?

☐ Conferences

Meet on an individual basis with students to assess their skills in using simple metacognitive strategies to enhance learning. Students are asked to review samples of their work in their personal portfolios. Samples of work can be used for parent conferences.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Learning Logs.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

KINDERGARTEN K

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use simple social and affective strategies, with guidance, to enhance language learning; e.g., imitate or model interaction with others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing with Others

Have students share their work with each other or with students in another Ukrainian class. Encourage students to respond appropriately to the presentations of their peers.

Group Work

Divide students into groups to work cooperatively on a project. Have students assign group roles and work together to complete the assignment.

Extension: Students are matched with buddies from upper grades to help with language learning. They interact with their older buddies in a variety of ways throughout the year.

Practise Teaching

Students are invited to bring their favourite stuffed animals to school. Each student takes a turn being the teacher to his or her stuffed animal and teaching them Ukrainian phrases. Students can only speak in Ukrainian to their stuffed animals.

Extension: Students take turns being the teacher during routine activities.

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KINDERGARTEN

K

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use simple social and affective strategies, with guidance, to enhance language learning; e.g., imitate or model interaction with others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple social and affective strategies, with guidance, to enhance language learning?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

KINDERGARTEN

K

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies, with guidance; e.g., use words from their first language to get their meaning across, acknowledge being spoken to.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Matching Actions with Words

Model a variety of gestures associated with words in Ukrainian to aid comprehension. Have students imitate these actions as they repeat the words and phrases. Act out sentences and words, using these gestures to help students develop an understanding of the syntax patterns in Ukrainian.

Extension: Encourage students to interpret meaning in a video in Ukrainian without understanding all the words. Discuss the video after watching it.

Group Singing

Have students sing songs with actions to assist language learning; e.g.,

- body – "Голова, рамена..."
- alphabet/grammar – "Маю кицю..."

Classroom Cues

Encourage students use words and visual cues visible in the immediate environment to communicate in Ukrainian.

Communicating Nonverbally

Students play a game where they go to a learning centre without speaking. They play for five minutes at the centre and during that time use only gestures to communicate with others. Following the activity, lead students in a discussion about what gestures they found useful and effective in communicating with others. Encourage students to draw a picture or act out words they do not know during class time.

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KINDERGARTEN

K

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies, with guidance; e.g., use words from their first language to get their meaning across, acknowledge being spoken to. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple interactive strategies, with guidance?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple interactive strategies, with guidance (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

- acts out words he or she does not know
- uses gestures to help convey meaning
- acknowledges being spoken to, using verbal and/or nonverbal cues to the speaker
- uses words from his or her first language to get his or her meaning across.

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use simple interactive strategies, with guidance. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- Ukrainian video.
- Ukrainian action songs.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

KINDERGARTEN

K

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Expressing Understanding

Teach students simple strategies (e.g., gestures, common verbal expressions in Ukrainian, facial expressions, intonation, pointing to or drawing a desired object, mime) to indicate that they do not understand a given utterance.

Prediction

Encourage students to make predictions about what they will hear or read based on titles, pictures and so on.

Objects, Illustrations and Gestures

When teaching new vocabulary/concepts, use concrete objects, illustrations and gestures as frequently as possibly to support student learning. Encourage students to use objects, illustrations and gestures when trying to convey meaning.

Extension: Students participate in concrete, authentic experiences as frequently as possible to reinforce vocabulary; e.g., cooking soup, making a fruit salad.

Listening for a Key Word

Students listen to a simple story read by the teacher. They are asked to focus on a key word throughout the text. Read the text again, pausing before the key word so that students supply the word.

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KINDERGARTEN

K

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple interpretative strategies, with guidance?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple interpretative strategies, with guidance (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple interpretative strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- A classroom collection of Ukrainian stories and folk tales.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

KINDERGARTEN K

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies, with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Essential Phrases

After teaching students essential phrases (e.g., I need, I want, can I), show them how to communicate their needs when the object or verb in Ukrainian is unknown; e.g., acting, pointing to a picture, showing the object, drawing. Key words and phrases include:

- Коли …?
- Чому …?
- Де …?
- Чи можна …?
- Я (не) хочу …
- Мені (не) треба …
- Час …
- Чи я можу …?
- Я люблю …
- Я не люблю …
- Мені подобається …
- Мені не подобається …
- Чи сьогодні …?
- Мій …
- Моя …
- Моє …
- Це (не) моє.
- Так/Ні.
- Час прибирати.

A Positive Environment

Create a "language rich" environment in the classroom by posting important words, expressions, etc. in a highly visible manner. Encourage students to refer to these words during their daily work.

Extension: Create and maintain a word wall that lists important vocabulary, cognates and so on. Have students design cards or small posters reflecting the vocabulary or expressions of the theme being covered. Post these cards and posters around the classroom; e.g., language ladders, Азбука.

Mimicking the Teacher

Students learn rhymes, verses and songs by mimicking the teacher.

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KINDERGARTEN

K

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies, with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple productive strategies, with guidance?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple productive strategies, with guidance (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple productive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Мій перший словник*. Palijiw, K. Toronto, ON: Ukrainian Teachers' Association of Canada, 1975.
- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.
- An assortment of pictures that illustrate daily routines.
- Charts that illustrate colours, sizes and shapes.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

KINDERGARTEN K

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Beginning with the Letter ...

Post the Ukrainian alphabet with a picture of an item beginning with each letter. Pick a letter of the day and, as a class, students draw or cut out pictures that begin with that letter.

Extension: Students classify objects by placing them in a letter box based on their initial letters.

Memory Aids

Have students memorize songs, chants, poems, nursery rhymes or small skits to help them remember critical vocabulary; e.g., Barabolya CD, *Nova 1* dialogue *Тато спить*.

Encouraging Language Use

Before students leave the classroom, ensure that they say something in Ukrainian to you. This is their ticket out of the classroom; e.g., до побачення, па па, до завтра.

Five Senses Sort

After the unit on the five senses is taught, students cut and paste objects into the proper column in their "Five Senses" booklets.

Making Connections

Model connections between words and concepts previously learned and new vocabulary and concepts; e.g.,

- довга
- довгий
- довге
- довгі
- велика
- великий
- велике
- великі

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KINDERGARTEN

K

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple cognitive strategies to enhance general learning?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Discuss with students the cognitive strategies used during an activity and whether or not they were helpful. Discuss which strategies worked best for each student and suggest new strategies to try in the future.

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- "Five Senses" booklets.
- Letter boxes.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

KINDERGARTEN K

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks, such as role playing, with the guidance of the teacher.

SAMPLE TEACHING AND LEARNING ACTIVITIES

This week at school I learned_____.

Prepare a booklet *Цього тижня у школі я* _____ ,in which students can illustrate an event, behaviour or a learned concept. On the back of the page, students can illustrate a behaviour they wish to initiate or perform. The booklets are taken home every Friday, shared with parents, signed and returned Monday.

Parents and the teacher are encouraged to make comments.

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KINDERGARTEN

K

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks, such as role playing, with the guidance of the teacher. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple metacognitive strategies to enhance general learning?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple metacognitive strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist and Goal Setting

Students use simple self-assessment checklists for listening behaviours, reading behaviours and writing behaviours and set goals with the assistance of the teacher (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

☐ Learning Logs

Have students draw pictures of themselves learning; e.g., at a favourite learning centre. The pictures are used to begin a conference with students about learning. Determine whether students show evidence of metacognitive reflection.

SAMPLE RESOURCES

- Teacher-prepared booklets entitled “Цього тижня у школі.”

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

KINDERGARTEN K

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play

In a variety of role-play situations, have students practise strategies to enhance their learning; e.g.,

- how to ask for help
- how to ask for directions
- how to ask for needed items
- how to state one does not understand/agree/like something.

Encouraging Others

Have students practise phrases that encourage others; e.g.,

- Час до роботи.
- Твоя черга.

Students can copy these phrases to make inspiration posters for the classroom. Consider having students use computers to make these posters.

Leader of the Day

Appoint the leader of the game/activity/day. Students follow the leader's actions.

Extension: Students take turns being the teacher and giving routine commands or instructions.

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KINDERGARTEN

K

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple social and affective strategies to enhance general learning?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create a simple, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

KINDERGARTEN

K

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 represent self and family.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Booklets

Students make family booklets, using photographs, and share them with the class. They learn to name themselves and their family members.

Extension: Students create a family tree, colour it and label it.

Extension: Students make pictures or collages of their families' favourite activities. Underneath the pictures, they complete the sentence Моя родина ….

Valentine Booklets

Students create Valentine booklets representing their families, using a template; e.g.,

- Я люблю маму.
- Я люблю тата.
- Я люблю сестру.
- Я люблю брата.

My Name

Review with students their name changes in Ukrainian; e.g., vocative case: Христя–Христю! Ірина–Ірино! Іван–Іване! Микола–Миколо! Гаврило–Гавриле!

This Is Me!

Students create representations of themselves; e.g.,

- draw/paint self-portraits
- create models of themselves, using modelling clay
- work with a partner to make outlines of their bodies, then colour them.

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KINDERGARTEN

K

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 represent self and family. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– represent self and family?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to represent self and family. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Portfolios

Students include representations of themselves and their families throughout the year in their portfolios.

☐ Conferences

Lead students in discussions about the representations made and discuss their understandings of themselves and their families.

SAMPLE RESOURCES

- Magazines and newspapers.
- Modelling clay.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

KINDERGARTEN K

Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 recognize own importance as a person.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Birthday Celebrations

Students celebrate other students' birthdays and sing *Многії Літа*.

Self-portraits

Students make self-portraits. They choose their own characteristics and the teacher scribes for them or they use visual or print cues from the board. Students learn words for nice, helpful, polite, short, tall.



Я …
Я висока
Я чемна
Я гарна

Collection Boxes

Students create boxes entitled "Я особливий/особлива." Inside they are asked to place items that represent themselves and explain why the items are special. Students make one contribution to a class box entitled "Ми особливі."

Mobiles

Students create a mobile entitled "Усе про мене," using pictures from magazines.

My Hobbies

Students listen to the story *Гобі* from *Nova 3 Bridge Readers*, then share their own hobbies with the class.

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Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 recognize own importance as a person. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize own importance as a person?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize own importance as a person. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to recognize own importance as a person. Offer feedback, encouragement and praise as needed.

☐ Conferences

Meet with and ask students to describe themselves, using visual cue cards if necessary for prompts. Scribe the responses on the back of students' self portraits and use these descriptions for conferencing with parents.

SAMPLE RESOURCES

- *Нова 3: Читанка-сходинка*. *Один день з мого життя*. Білаш О., Бондарчук Р., Фодчук М. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.
- *Співучі скарби*. *Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Magazines and newspapers.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

KINDERGARTEN

K

Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 participate in Ukrainian language and cultural activities in the classroom and school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Visitors

Invite Ukrainian-speaking visitors to the class; e.g.,

- Ukrainian–Canadian authors/illustrators to read their books
- Ukrainian–Canadian musicians to demonstrate appreciation of Ukrainian instruments and music
- Ukrainian–Canadians in the fields of sports, literature, performing arts, visual arts.

Cooking

Have students participate in or watch how to cook Ukrainian dishes; e.g., *varenyky*, *paska*, *borscht*. Sample the dishes as part of a class celebration.

Costumes

Have students dress up in Ukrainian costumes from the dress-up box.

Involving Parents

Together, parents, students and teachers make Ukrainian hand puppets for the classroom. Students can also invite their parents for an evening of poetry and song.

Other Ukrainian Language Students

The class participates in a Kindergarten exchange with another Ukrainian bilingual class or invites older students to make presentations to the class on completed projects.

School Celebrations

The class participates in school-wide events; e.g., holiday celebrations, concerts, *obzhynky* or school concerts celebrating cultural events. Consider inviting a small Ukrainian dance troupe to perform for the school.

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Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 participate in Ukrainian language and cultural activities in the classroom and school. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in Ukrainian language and cultural activities in the classroom and school?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in Ukrainian language and cultural activities in the classroom and school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in Ukrainian language and cultural activities in the classroom and school (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

After or during a special activity, ask students what they enjoyed or did not enjoy. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

SAMPLE RESOURCES

- *Пісня душі*. *Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- Ukrainian-Canadian authors and illustrators; e.g.,
  - Lesia Savedchuk
  - Olenka Bilash
  - Vera Trembak
  - Marsha Forchuk Skrypuch.
- *Світанок*. *Ukrainian Songbook for Children*. Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Співучі скарби*. *Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Ukrainian costumes.
- Other Ukrainian bilingual classes.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

KINDERGARTEN

K

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 participate in classroom and school cultural activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

School Multicultural Day

Students participate in a multicultural day in the school. Encourage them to participate in as many different cultural experiences as possible. Discuss the different cultures represented as a class.

Sharing Traditions

Invite another Kindergarten class from a different language program to share in making traditional Ukrainian breads; e.g., *kolach* for Christmas or *paska* for Easter. In turn, students participate in cultural activities from the culture of the other language program.

School Concert

Students participate in a school-wide concert by preparing and performing a Ukrainian song, poem or dance.

Dance Around the World

During physical education classes, students learn a dance from another culture; e.g., Mexican Hat dance.

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Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 participate in classroom and school cultural activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in classroom and school cultural activities?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in classroom and school cultural activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in classroom and school cultural activities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- Other Kindergarten classes.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

KINDERGARTEN **K**

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the Ukrainian culture; e.g., krapanky, hahilky, carols.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Easter Traditions

During Easter rituals, students make *krashanky* and learn the game of *Stukannia*. They make mini baskets out of plastic fruit containers and place in each basket an egg, a piece of *kubasa* and a piece of *paska*. Students learn the greetings and participate in an Easter dance (*hahilka*).

Christmas Traditions

During Christmas rituals and traditions, students learn a song to St. Nicholas. They make decorations for a tree and learn carols and greetings. Students make booklets illustrating the 12 meatless dishes. They can also learn the first verse to *Бог Предвічний*.

Dance

View Ukrainian dance videos, then have students practise some basic Ukrainian dance steps.

Folk Music

Listen to a variety of traditional folk songs or liturgical music associated with religious/cultural holidays. Teach students to sing a simple song; e.g., *Вію вінець*.

Performance or Celebration

Have students assist in preparing a class or school-wide cultural activity related to the Ukrainian language and culture; e.g., invite in a singer or have a dance performance, have a traditional meal, have cultural celebrations such as св. Миколай or Великдень.

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KINDERGARTEN

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Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the Ukrainian culture; e.g., krapanky, hahilky, carols. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in activities and experiences that reflect elements of the Ukrainian culture?

☐ Conferences

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect elements of the Ukrainian culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Пісня душі*. *Song of the Soul*. *Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Українська вишивка*. *Ukrainian Embroidery Designs*. Zelska, I. Toronto, ON: Harmony Publishing Ltd., 1978.
- *Співучі скарби*. *Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Світанок*. *Ukrainian Songbook for Children*. Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Пори року—дитячі пісні* (audiocassette). Studio Z Productions, 1993.
- *Eggs Beautiful*: *How to Make Ukrainian Easter Eggs*. Kmit, A., Luciow, L., Luciow, J. Minneapolis, MN: Ukrainian Gift Shop, 1979.
- *Meet the Pysanka*. *Color Them Pretty*. Kastl, H. L. St. Louis, MO: E & R Printing Co., 1987.
- *Pysanky on Paper*. *An Activity Book for Children*. Brander, J. Richmond, VA: Bluenose Press, 1997.
- *Ukrainian Folk Designs to Color*. Luciow, L., Kmit, A. Minneapolis, MN: Ukrainian Gift Shop.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

KINDERGARTEN

K

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Children's Magazines

Subscribe to contemporary Ukrainian children's magazines; e.g., *Барвінок*, *Готуйсь!*, *Криламі*. Read the magazines to students and discuss the magazines as a class.

Contemporary Music

Students borrow audio recordings that include a variety of contemporary Ukrainian music from the school or classroom library.

Community Events

Inform parents and students of Ukrainian events taking place in the community. Include posters in the room whenever possible.

Extension: Maintain a bulletin board of posters, pictures and calendars from Ukraine.

Guest Speakers

Invite Ukrainian guest speakers to the school to talk to students and to perform or demonstrate; e.g., musicians, dancers, vocalists, writers, illustrators, costume designers, artists. Guest speakers can talk about their work and possibly conduct a workshop.

Ukrainian Keyboard

Students experiment with a Ukrainian keyboard and/or font.

Class Exchange

The class teams up with another Kindergarten class in Canada or Ukraine, exchanging pictures and drawings. Students can also exchange recordings of favourite songs, favourite stories and pictures.

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Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture?

☐ Conferences

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

☐ Rubric

Collaboratively create a simple outcome-based rubric with students. Use the rubric to evaluate how well students are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- An assortment of contemporary Ukrainian music selections.
- Classroom computers with Cyrillic fonts installed.
- Ukrainian children's magazines.
- Ukrainian guest speakers.
- Other Ukrainian Kindergarten classes.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

KINDERGARTEN

K

Specific Outcome

Diversity

Students will be able to:

7.2.3 experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Day

Have students organize, participate in and attend school-wide cultural celebrations; e.g., Ukrainian Day, Celebrate Your Culture Day. Students share what they have learned about Ukrainian culture with the rest of the school in various cultural displays and demonstrations.

Pysanky

Review books, pictures or *pysanky* showing variety in techniques as well as regional variations.

Ukrainian Costumes

Students observe difference and variety in Ukrainian costumes by looking at picture books or viewing a video of a dance group.

Music

While students are involved in learning centres, play a variety of music from different regions for their enjoyment.

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Specific Outcome

Diversity

Students will be able to:

7.2.3 experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

SAMPLE RESOURCES

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Український народний одяг. Ukrainian Folk Costume.* Odarchenko, P., Carynnyk, H., Tytla, H., Stachiv, M., Lewycka-Barabach, M. J. (ill.). Toronto, ON: University of Toronto Press, 1992.
- Audio recordings of Ukrainian music from different regions and different genres.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

KINDERGARTEN

K

Specific Outcome

Change

Students will be able to:

7.2.4 participate in events marking changes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Changing Traditions

Students discuss and compare how they celebrate special events and holidays. Discuss how some traditions change or are adapted.

How I Have Changed

Students bring in pictures of themselves as babies to show how they have changed over time—Колись/Тепер.

Seasonal Changes

Students choose a tree outside and photograph and/or draw the changes in the tree over the school year.

Growing a Plant

Students plant a bean and illustrate the growth of the plant, or suspend a potato over water and observe the changes.

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KINDERGARTEN

K

Specific Outcome

Change

Students will be able to:

7.2.4 participate in events marking changes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in events marking changes?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in events marking changes. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Learning Logs

Have students illustrate representations marking change in their Learning Logs. Use these logs to prompt students into conversations on the activities and to talk about change and observations students made.

SAMPLE RESOURCES

- Camera and photographs.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

KINDERGARTEN

K

Specific Outcome

Positive Group Membership

Students will be able to:

7.3.1 contribute to and cooperate in group activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Dance

Divide students into groups and have them participate in learning a traditional Easter Ukrainian *hahilka* (dance).

Cooking in Groups

Working in groups, students participate in kindercooking Ukrainian dishes. They assume responsibility for:

- bringing an ingredient
- taking turns
- helping each other
- creating a recipe in Ukrainian; e.g., borscht, *varenyky*
- cleaning up together.

Class Party Planning

Students work together to plan a class party. They decide who will bring food, who will clean up and who will plan games and entertainment.

Creating Together

Have students work together cooperatively in a variety of activities; e.g.,

- build a city, using particular construction items, trying to build the tallest structure they can
- build creatures, using a variety of materials
- create a mural based on a theme being studied in class.

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Specific Outcome

Positive Group Membership

Students will be able to:

7.3.1 contribute to and cooperate in group activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– contribute to and cooperate in group activities?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to contribute to and cooperate in group activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to contribute to and cooperate in group activities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Ukrainian cookbooks and ingredients.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

KINDERGARTEN

K

Specific Outcome

Appreciating Diversity

Students will be able to:

7.3.2 recognize differences between self and peers.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Charts

Students create class charts and graphs that show their eye colour, hair colour, height and so on. After collecting the data, they discuss the physical differences found in the classroom.

Extension: Have students share their hobbies, chart the information and discuss the differences.

Different Cultures

Students attend presentations and activities by different cultures; e.g., French Carnival. Afterward, the class discusses differences between the culture represented and their own cultures.

Personal Glyphs

Students create glyphs displaying personal information; e.g., number of siblings, male or female, age, number of letters in first name. They later decode and guess to whom each glyph belongs.

Extension: Students look at the glyphs of other students and discuss how other students are different than themselves.

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KINDERGARTEN

K

Specific Outcome

Appreciating Diversity

Students will be able to:

7.3.2 recognize differences between self and peers. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize differences between self and peers?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize differences between self and peers. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Engage students in conversations, using their work samples and focusing on differences between themselves and others.

SAMPLE RESOURCES

- Presentation or activity from a different culture.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

KINDERGARTEN

K

Specific Outcome

Appreciating Similarity

Students will be able to:

7.3.3 recognize similarities between self and peers.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Graphs

Students make classroom graphs of their likes and dislikes. After gathering the data, they discuss similarities; e.g.,

- Скільки учнів люблять …?
- Скільки учнів не люблять …?

Alternative Activity: Students create class charts and graphs that show their eye colour, hair colour, height and so on. After collecting the data, they discuss the physical similarities found in the classroom.

Different Cultures

Students attend presentations and activities by different cultures; e.g., French Carnival. Afterward, the class discusses similarities between the culture represented and their own cultures.

Personal Glyphs

Students create glyphs displaying personal information; e.g., number of siblings, male or female, age, number of letters in first name. They later decode and guess to whom each glyph belongs.

Extension: Students look at the glyphs of other students and discuss how other students are similar to themselves.

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KINDERGARTEN

K

Specific Outcome

Appreciating Similarity

Students will be able to:

7.3.3 recognize similarities between self and peers. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize similarities between self and peers?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize similarities between self and peers. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Engage students in conversations, using their work samples and focusing on similarities between themselves and others.

SAMPLE RESOURCES

- Presentation or activity from a different culture.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

KINDERGARTEN

K

Specific Outcome

Contributing to Community

Students will be able to:

7.3.4 participate in and contribute to classroom activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Duties

Have students do assigned duties around the classroom on a weekly or daily basis.

Decorating the Classroom

Have students decorate the classroom together for special events.

Sharing with Food

Have students cook together; e.g., each student brings in fruit to make a fruit salad. Alternatively, have students and their families take turns bringing in food items to celebrate a special occasion.

Classroom Charity Drive

Students bring in items for a school or classroom charity drive.

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KINDERGARTEN

K

Specific Outcome

Contributing to Community

Students will be able to:

7.3.4 participate in and contribute to classroom activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in and contribute to classroom activities?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in and contribute to classroom activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in and contribute to classroom activities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Classroom duty chart.
- Ukrainian cookbooks.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

KINDERGARTEN K

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Helper Vocabulary

Students learn and practise words in Ukrainian for sharing and taking turns. They take turns being classroom helpers.

Extension: With teacher guidance, students create a T-chart on what responsible behaviour looks like and sounds like.

School Volunteers

Students volunteer to participate in a schoolyard clean-up. They are encouraged to volunteer; e.g., in a community project.

Classroom Clean-up

Put labels in Ukrainian around the classroom and explain to students where everything goes during clean-up; e.g., Ukrainian Kindergarten library books, lost and found.

Classroom Rules

Make a poster of classroom rules in Ukrainian and practise them with students.

Extension: Explain the rules for borrowing books from the class or school library.

Rewarding Your Peers

Encourage students to give stars to classmates when they observe responsible behaviour. Scribe the names and the deeds.

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KINDERGARTEN

K

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate personal and social responsibility in the classroom?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate personal and social responsibility in the classroom (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate personal and social responsibility in the classroom. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Learning Logs

Students reflect on activities in which they demonstrated responsibility in the classroom. In their Learning Logs, students draw pictures of themselves assuming responsibility; e.g., schoolyard clean-up, classroom helper. They share their drawings with their partners, then with the teacher during a conference.

SAMPLE RESOURCES

- Classroom labels.
- Poster of classroom rules.
- Classroom duty chart.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

KINDERGARTEN

K

Specific Outcome

Interdependence

Students will be able to:

7.4.2 participate and cooperate in tasks and activities with partners and in groups.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Science Projects
Students work on simple science projects in small groups of three to four; e.g., planting a seed, making a mural of winter.

Group Cooking
Students participate in kindercooking in groups of three to four in which they prepare waffles or fruit salad.

Buddy Reading
Students participate in buddy reading with a buddy from an older grade level.

Mirror Activities
Students take turns being leaders in mirror activities in which they copy what their partners do.

Cooperative Games
Students participate in cooperative games and physical education activities; e.g., a bicycle activity in which two students touch feet with each other and move their feet together.

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KINDERGARTEN

K

Specific Outcome

Interdependence

Students will be able to:

7.4.2 participate and cooperate in tasks and activities with partners and in groups. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate and cooperate in tasks and activities with partners and in groups?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate and cooperate in tasks and activities with partners and in groups. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create a simple outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to participate and cooperate in tasks and activities with partners and in groups (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

KINDERGARTEN

K

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 adapt to new situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Visiting Another Classroom

Organize a visit to another language classroom and participate in the activities that have been planned.

Changing the Venue

Move the class outside to a park or visit a cultural site; e.g., the Ukrainian Cultural Heritage Village or another historic site, a cultural bakery or a food processing plant. Have students adapt to the new environment; e.g., modify volume or speech, adjust interactions with other students.

New Groups

Have students participate in a variety of groupings by changing their working groups regularly throughout the year.

Learning Classroom and School Rules

Students learn class routines and important locations within the school and participate in the establishment of classroom rules and expectations.

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KINDERGARTEN

K

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 adapt to new situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– adapt to new situations?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to adapt to new situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to adapt to new situations (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Museums or historic sites; e.g., Ukrainian Cultural Heritage Village near Edmonton, Alberta.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

KINDERGARTEN

K

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 share or demonstrate personal strengths or achievements.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Yearbook

Students make a class yearbook showing special events and class achievements throughout the year. Scribe student responses in Ukrainian.

Portfolios

Students maintain portfolios of their work that can be shared at conferences with parents.

I'm Good at ...

Ask students to share personal achievements that occur outside the school during daily sharing time; e.g., dance recitals or instrumental recitals where they played a Ukrainian piece.

Talent Show

The class hosts an evening talent show for parents and others in which students showcase their individual talents and accomplishments; e.g., poetry, song, music, dance.

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Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 share or demonstrate personal strengths or achievements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share or demonstrate personal strengths or achievements?

☐ Conferences

Conference with students to discuss academic achievements and to learn about personal achievements. Discuss with students what they are proud of. Use samples from students' portfolios to generate discussion.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share or demonstrate personal strengths or achievements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- A collection of photographs for the class yearbook.
- Student portfolios.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 1

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Personal Experiences

Students draw pictures to illustrate personal experiences. Drawings are first shared with a partner, then in the sharing circle. Students should practise how to clarify and ask questions. Alternatively, have students share and compare, using the five senses. Students share their experiences on a topic based on the five senses.

Extension: Students relate a personal experience during show and tell; e.g., they bring and share photographs from home depicting an experience. They can use П'ять питань (Хто? Що? Де? Коли? Чому?) as a guide in deciding what to share.

Relating to Stories

After listening to a story, e.g., *У зоопарку*, students discuss their own related experiences and draw pictures of their experiences; e.g., a trip to the zoo.

Alternative Activity: After reading the story *Я боюся*, students discuss what they are afraid of, using the pictures from the story as proof.

Book About Me

Students each create a "Book About Me." They add illustrations or photographs to support the text, then present it to the class and share; e.g.,

Усе про мене
Моє ім'я _____
Моя адреса _____
Моє число телефону _____

Sentence Starters

During oral group or circle time, students are given sentence starters to complete, based on the theme or topic; e.g.,

- Моя улюблена іграшка…
- Мій улюблений овоч…
- На сніданок мені подобається їсти…
- У зоопарку моя улюблена тварина…

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GRADE 1

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– express personal experiences and familiar events?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express personal experiences and familiar events. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express personal experiences and familiar events (see sample blackline master in Appendix E: Observation Checklist).

☐ Show and Tell (**Покажи й розкажи**)

Правила для Покажи й розкажи

Промовець

- принеси якийсь цікавий предмет чи виріб, що ти зробив/ла
- принеси даний предмет тільки один раз
- підготуй три речі, які ти хочеш сказати
- говори так, щоб кожен міг почути
- передай предмет чи вироблену річ навколо

Слухач

- покажи зацікавлення, слухаючи промовця
- будь уважним/ою
- запитуй питання по темі
- скажи щось гарне

(Thompkin 1995)

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45–54.
- *Нова 1: Моя книга до читання й розмальовування 8*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «У зоопарку», с. 23–32.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 1

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 listen to and acknowledge experiences and feelings shared by others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

I like to eat

Read the story *Я люблю їсти*. After the story, students listen to and record as a classmate expresses his or her preference of ice cream flavours and other likes or dislikes; e.g., television programs, books, sports, foods. Those preferences are recorded on a tally chart.

Feelings

Use language cards dealing with feelings to develop vocabulary. Students are presented with the picture and say when they have personally felt this emotion. Scribe their responses. Students make a class book on each emotion; e.g., Ми сумні… Я сумна/сумний, коли…. Each student contributes his or her own page.

Extension: Students express feelings, then draw a picture of a situation. They insert a simple sentence; e.g., Я сумна. Students share with classmates.

Sharing information

Students divide into pairs and are asked to share a topic; e.g.,

- Усе про мене: де живу, члени родини, що люблю робити у вільний час, гобі, моя спальня, хата.
- Подобається/Не подобається: книжки, телевізійні програми, пори року, справи, домашні тваринки й т. д.
- Поясни: свою улюблену гру, спорт, де твоя хата, як виглядає твоя спальня.

Set a time limit. The partner listens and must ask a question. When both have completed their turn, the two return to the big circle and make at least one statement from their partner's presentation.

Daily News

Have students share personal ideas or experiences on a daily news chart; e.g.,

Щоденні новини				
Коли?	Хто?	Що?	Де?	Чому?
 вчора ввечорі	 Пані Качка	 впала	 коло хати	 бо пес настрашив

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GRADE 1

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 listen to and acknowledge experiences and feelings shared by others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen to and acknowledge experiences and feelings shared by others?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to and acknowledge experiences and feelings shared by others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Rating Scale

Involve students in monitoring their own listening and responding behaviours. Create a simple, outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to listen to and acknowledge experiences and feelings shared by others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

☐ Conferences

Conference with students about their active listening and responding behaviours. Provide positive feedback and coach students to help them develop skills for active listening and appropriate responses; e.g.,

Ведемо розмову:

– Одна особа говорить, друга слухає.
– Кожна особа має запевнений час на розмову.
– Кожна особа має дві черги.
– Зійтися у велику групу і представити, що твій партнер говорив.
– Треба пригадати/передати, що говорив твій партнер.
– ЗС—сядь, слухай, слідкуй очима.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 8*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Я люблю їсти», с. 1–14.
- *Тістечка з мустардою*. *Cookies with Mustard*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 1

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to explore and express familiar events, ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Poems

After learning the song *Іде, іде дід, дід*, students contribute to a group poem by substituting words to create a new poem.

Exploring Ideas, Information and Events

After reading a story or watching a video on a familiar topic, have students explore in a variety of ways the ideas, information and events portrayed; e.g.,

- create a diorama
- create puppet shows of familiar tales such as *Колобок*, *Лисичка та журавель*, *Ріпка*.
- use felt boards/magnetic boards to retell the story
- compose a message orally and have the teacher scribe it for them.

Поштовий ящик

Encourage students to write notes, postcards and thank-you notes to send to their classmates. Mailboxes can be created from milk cartons with students' pictures on them.

Published Books

Publish students' writing and illustrations. Students use a repetitive pattern; e.g., Коли я сам…, Коли я сама..., cultural books such as alphabet or number books.

Flip Books

Students make flip books with vocabulary and illustrations based on a poem. Later in the year, students write sentences based on a theme; e.g.,

Галловін
відьма
страхопуд
ласощі
кістяк

Узимку
Я ковзаюся.
Я граюся у сніжки.
Я ліплю снігову бабу.
Я будую фортецю.

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GRADE 1

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to explore and express familiar events, ideas and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of forms to explore and express familiar events, ideas and information?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of forms to explore and express familiar events, ideas and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use a variety of forms to explore and express familiar events, ideas and information. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 10: Зима».
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Лисичка та журавель та інші казки*. Львів: Афіша, 2001.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1992/1998.
- Milk cartons.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 1

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 express preferences for a variety of oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rating Books

As students add the titles of oral literature book experiences to story trees, they rate the books with one, two or three stars. Every week students can vote their preference for the following week. Students should also have the opportunity to talk about texts they did not enjoy and why.

My Favourite Text

Have students express their preferences for and celebrate their favourite texts; e.g.,

- make mobiles, suspending drawn versions of book covers—title, author, illustration of favourite books
- use snow or modelling clay to make models relating to favourite texts
- act out an episode from a story
- create posters promoting their favourite texts
- recite their favourite rhymes, songs, riddles.

Have students share the texts and explain why these texts are their favourites. Set up a corner of the classroom where students can place their favourite texts: *Улюблені книжки*.

Guest Readers

A guest reader or storyteller is invited to share his or her favourite text with students. Students ask the guest reader why and how he or she selected a particular text.

Scrapbook of Favourites

Students draw pictures or make collages of their favourite texts. Individual pages can be combined to make a class book of favourites.

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GRADE 1

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 express preferences for a variety of oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– express preferences for a variety of oral, print, visual and multimedia texts?

☐ Conferences

Conference with students about their favourite books. Coach students to use Ukrainian when possible to express reasons for their favourites. Note students' clarity in explaining their preferences when discussing or representing favourite books.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express preferences for a variety of oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 1–13.* Білаш О. та ін. Едмонтон: Міністерство освіти Альберти, 1991.
- *Веселі задачі для дошкільнят.* Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- Classroom collection of Ukrainian folk tales and storybooks.
- Guest reader or storyteller.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 1

Specific Outcome

Set Goals

Students will be able to:

1.1.5 participate in reading and writing activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Concept Books

After studying a new concept, students create a class book illustrating the concept; e.g., a class book on autumn includes illustrations and descriptions of activities you see or do in the fall. Students participate in a choral reading of the book.

Adapting a Story

Choose any favourite class verse or story and have students change several words; e.g.,
Скільки чобітків
Оля купила,
Щоб киця лапки
Не замочила? Students replace the name and animal. (Verse taken from *Веселі задачі*.)

Cross-age Writing Buddies

Older students work with Grade 1 students to help them compose a variety of texts; e.g., poems, boards, signs, books, riddles. This could be done on the computer through e-mail.

Extension: Students share their writing with others, using scripts but not props or costumes.

Letter Writing

Prepare a form letter and have students fill it in by choosing pictures from magazines or words from a list generated by the class; e.g., a letter to St. Nicholas or a thank-you note to a guest speaker.

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GRADE 1

Specific Outcome

Set Goals

Students will be able to:

1.1.5 participate in reading and writing activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in reading and writing activities?

☐ Portfolios

Encourage students to choose reading and writing work samples to add to their portfolios. Work samples should be dated and show progress over time. Have students include reasons for their choices and goals for their future reading and writing.

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in reading and writing activities (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in reading and writing activities. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Коли я сам. When I'm Alone*. Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама. When I'm Alone*. Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Нова 1: Моя книга до читання й розмальовування 2*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Я одягаюся сам», с. 3–10.
- *Нова 1: Моя книга до читання й розмальовування 7*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Прогулянка восени», с. 16–25.
- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 1

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new experiences and information with prior knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Response
Students discuss what the story reminded them of and how they feel after listening to the story *Я боюся* or *Який я веселий*.

Gallery Walk
Post a series of pictures or objects about a topic of study. After viewing the pictures, students discuss and integrate this new information with their previous knowledge.

Field Trip
Before a field trip, students brainstorm about where they are going and generate a list of questions they would like to have answered. Upon returning, they can check to see if their questions were answered. Model how to categorize, map and summarize what students learned while connecting it to their previous knowledge.

Picture Splash
Students use pictures to generate ideas before a topic is studied. Encourage students to use their prior knowledge on the subjects depicted in the pictures to generate new ideas.

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GRADE 1

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new experiences and information with prior knowledge. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– connect new experiences and information with prior knowledge?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect new experiences and information with prior knowledge (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

Have students draw pictures and include simple words of their knowledge on a topic prior to reading or study. After the activity, have students connect their new knowledge with their prior knowledge.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect new experiences and information with prior knowledge. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45–54.
- *Нова 1: Моя книга до читання й розмальовування 10*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Як я веселий», с. 15–23.
- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 1

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 express new experiences and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Хто великий, **а хто малий**?

After listening to the story *Хто великий, а хто малий?*, students sculpt, paint or sketch representations depicting a part of the story.

Picture Splash

Present a collection of pictures related to a text students will be listening to, reading or viewing. Students examine, discuss and predict what will happen in the text.

Field Trip Photo Essay

During a field trip, take pictures (digital, if possible) and provide each student with a photo essay. Students then prepare simple captions based on their experiences.

Class Concept Books

Students work together to create class concept books on specific topics; e.g., families, shapes, numbers, colours or the alphabet.

Listen–Think–Pair–Share

After listening to a story or viewing a video, students think about the new experience, share with a partner and listen to others. At the end, they combine ideas with others by making pictorial representations to demonstrate their learning.

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GRADE 1

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 express new experiences and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- express new experiences and ideas?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express new experiences and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express new experiences and ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to express new experiences and ideas. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 12*. Білаш О., Шерман Х. Едмонтон: Міністерство освіти Альберти, 1991, «Ходімо помагати», с. 15–20, «Хто великий, а хто малий?», с. 21–30.
- *Снігова пісня*. *Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Веснівка. Spring Serenade* (paperback/audiocasette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1980.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Найкраще місце в світі. The Most Beautiful Place in the World* (videocassette). Sawycky, M. Jersey City, NJ: Pre-School Music Workshops Ltd., 1988.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 1

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 group and sort ideas and information to make sense.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Sort

Students work in small groups to sort pictures into categories chosen by the teacher; e.g., transportation: wheels/no wheels, land/air/water or motor/no motor.

Extension: Students sort picture cards according to the initial sounds; e.g., мама, молоко, мавпа.

Sequencing

Students engage in sequencing activities, using pictures or sentence strips to organize familiar texts. They explain their sequencing.

Picture Maps of Story Settings

Students create picture maps of stories that show the general layout of the setting(s) described in the story; e.g., Red Riding Hood's trip through the woods to Grandma's house, the interior of Grandma's house, the three little pigs' neighbourhood.

Yearbook

Throughout the year, students take pictures of special events in school, using a disposable camera. At the end of the year, students can sort and label the pictures to make a personal yearbook.

Sorting Boxes

Using sorting boxes, students group objects, e.g., classroom supplies, toys and books, and explain how they sorted the objects.

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GRADE 1

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 group and sort ideas and information to make sense. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– group and sort ideas and information to make sense?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to group and sort ideas and information to make sense. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with individual students or small groups to discuss ways they are able to group and sort ideas and information to make sense.

SAMPLE RESOURCES

- *Нова 1: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Червона шапочка*. Slavutych, E., Turko, X. (eds.). Edmonton, AB: Alberta Education, 1975.
- *Червона шапочка*. *Little Red Riding Hood*. Чумак Я. (ред.). Торонто: Українська книжка, 1991.
- *Нова 1: Комплекс матеріялів до навчальних розділів 1–16*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992, «Навчальні розділи 8–16—Загадки».
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993, «Антоніми».
- Disposable camera.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 1

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 demonstrate curiosity about ideas and observations to make sense of experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Science Discovery Table

Set up interesting objects for students to investigate through manipulation at a science discovery table.

Guessing Games

Students question a character to discover who or what he or she is; e.g.,

- Чи ти великий? Ні.
- Чи ти літаєш? Ні.
- Чи ти гавкаєш? Так.
- Ти пес/собака.

Other guessing games:

Що я?
Я літаю, коли вітер віє.
Я не жива.
Я з паперу зроблена.
Що я?
(Я паперовий змій.)

У мене
Я тварина.
Я маю хвіст.
Я не кіт.
Я гавкаю.

Field Trip Inquiry

After a field trip, have students brainstorm a list of things they would like to know more about based on what they saw and experienced that day. List students' ideas in the form of questions. Work with students to find the answers to these questions.

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GRADE 1

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 demonstrate curiosity about ideas and observations to make sense of experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate curiosity about ideas and observations to make sense of experiences?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate curiosity about ideas and observations to make sense of experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate curiosity about ideas and observations to make sense of experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create a simple outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to demonstrate curiosity about ideas and observations to make sense of experiences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 1

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge and personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Prediction
When looking at the title page of *На фармі*, students guess some words that might be inside; e.g., cow, chicken, egg. They draw what will happen, then share with others.

What I Know
After listening to a factual story, e.g., *Житла тварин*, each student tells what she or he knows about the topic.

Bag or Box of Clues
Use artifacts to help students access prior knowledge, recall story details and discuss situations. Students use the ideas generated to make connections to their prior knowledge and experiences and to make predictions about the text.

Gallery Walk
Display a variety of objects on a specific topic and allow students to examine them freely, giving them a tactile and visual understanding of new ideas. As they view and examine, they have the opportunity to integrate new information with what they already know.

Talk-aloud
After a student presentation, allow students time to discuss the information introduced, share their knowledge on the topic and integrate the ideas presented by others. They should be encouraged to ask questions.

KWL Chart
Guide students through a KWL chart, then have them create their own charts, using illustrations. Note students' preconceptions and interests and encourage them to make connections between their prior knowledge and new learning.

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GRADE 1

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge and personal experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– make connections among texts, prior knowledge and personal experiences?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make connections among texts, prior knowledge and personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make connections among texts, prior knowledge and personal experiences (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 8.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «На фармі», с. 15–22.
- *Нова 1: Моя книга до читання й розмальовування 9.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Житла тварин», с. 1–21.
- *Велика енциклопедія школяра*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 1

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 ask basic questions to anticipate meaning, and use strategies to confirm understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

What Is It?

Students ask questions to identify the object (related to a theme being studied) in a bag. Questions can be generated beforehand and recorded on a chart for reference; e.g.,

– Чи це (колір?)
– Чи це живе?
– Чи можна з цим бавитися?

Story Questions

Students look through the pictures in the story Сніговий дід. They ask the 5W questions prior to reading the story; e.g.,

– Хто ці діти?
– Що вони роблять?
– Де вони зліпили снігового діда?
– Чому сніговий дід став живим?
– Як довго діти мали снігового діда?

Alternative Activity: Viewing only the illustrations from a story, students are encouraged to form predictions, ask questions and make comments. They then use simple story maps to retell the beginning, middle and end of a story to which they have listened and discuss the answers to their initial questions.

Alternative Activity: Viewing only the illustrations from a story, students are encouraged to form predictions, ask questions and make comments. They draw or write the key events on individual leaf motifs and attach them to a vine to create a story vine. Students can retell the story using the story vine and discuss the answers to their initial questions.

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GRADE 1

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 ask basic questions to anticipate meaning, and use strategies to confirm understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask basic questions to anticipate meaning, and use strategies to confirm understanding?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask basic questions to anticipate meaning, and use strategies to confirm understanding (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to ask basic questions to anticipate meaning, and use strategies to confirm understanding (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

☐ Portfolios

Work samples, e.g., sketches and story maps, are included in students' portfolios.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 11*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Сніговий дід», с. 1–12.
- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 1

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues, such as pictures and patterns, to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Books

Students use picture books to help them construct and anticipate meaning. Simple patterned books with cumulative patterns or recurring events, ABC or number books and rhyming patterns are effective.

Extension: Use wordless picture books to help students become aware of textual cues; e.g,
- colour creates mood and feelings
- the arrangement of objects indicates what is important.

Identifying Parts of a Text

Guide students in locating titles, headings, tables of contents, indexes, glossaries, pictures, graphics and signal words. Guide students in activating prior knowledge and making predictions based on these textual cues.

Extension: Students read today's message and identify the beginning of the sentence by tracing over the uppercase letter with a green marker (Go) and circling the end punctuation with a red marker (Stop).

Singing Songs

Students learn songs with simple words, rhythms, rhymes and repetition. The lyrics are written on chart paper so that students can follow the print as they sing.

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GRADE 1

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues, such as pictures and patterns, to construct and confirm meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use textual cues, such as pictures and patterns, to construct and confirm meaning?

☐ Conferences

Conference with students to determine how they used textual cues to show what they thought the book was about or which textual cues they used. Determine whether their predictions and the meaning they constructed were close to the story being read.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use textual cues, such as pictures and patterns, to construct and confirm meaning (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Малий Гарбуз», с. 23–44.
- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.
- *Українське дошкілля. Збірник виховних матеріялів для українських родин і дитячих садків.* Чумак Я. (ред.). Торонто: Добра книжка, 1977.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Рідна пісня*. Klymyshyn, O. Philadelphia, PA: Ukrainian National Women's League of America, 1972.
- *Пори року—дитячі пісні* (audiocassette). Studio Z Productions, 1993.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 1

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cueing Systems

Syntactic Cues: refer to word order, rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.
Semantic Cues: refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world and experiences with various texts and content.
Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.
Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

Breaking Down Words

Students break down words from their personal word lists; e.g., хата, мама and шафа into sounds as in ха-та, ма-ма, ша-фа. They can also brainstorm for other words; e.g., вдома, нема, маленька. Then they can make sentences.

Syllable Clapping

Students repeat words such as classmates' names and clap out the syllables; e.g., Ма-рій-ка, І-ван, Хри-сто-фор.

5P System

Students learn strategies to assist them in constructing and confirming meaning when reading. They learn the 5П system:

- **Пропусти** слово.
- **Перечитай** слово.
- **Подумай**, чи ти чув/чула подібні слова.
- **Чи** ти знаєш подібне слово?
- **Попроси** допомоги.

Phonological Awareness

To help students develop using words that begin with the same sound, chanting nonsense syllables can be fun; e.g.,

та	ма	фа	га	па
те	ме	фе	ге	пе
ті	мі	фі	гі	пі

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GRADE 1

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Абетка*. Сіденко О. Київ: Лелека, 2000.
- *Абетка*. Завальська Н. Симферопіль: АВДІ, 2000.
- *Лелеченя. Букварик для малят*. Бударіна Р. В. Київ: Лелека, 2001.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 1

Specific Outcome

Experience Various Texts

Students will be able to:

2.2.1 participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Predictable Poems and Books

Students listen to and join in reciting repetitive text or predictable words from books or poems; e.g., from *Рукавичка*: стук, стук, чи тут живе жук.

Extension: Select poems and books with recurring language patterns and invite students to read along as these forms and genres are read aloud.

Experiencing Artwork

Students look at the artwork of William Kurelek, Peter Shostak and Larisa Sembaliuk Cheladyn. They observe and discuss the style and technique, then use it in their own pictures made with paints, oil pastels, crayons or markers.

Listening and Viewing Centres

Set aside a time of day for students to listen to poetry or stories in the classroom listening and viewing centres. After listening to or viewing a story or poem, students record the date, title and a comment in their Learning Logs.

Extension: Students reread familiar texts with a partner during daily learning centre time.

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GRADE 1

Specific Outcome

Experience Various Texts

Students will be able to:

2.2.1 participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Рукавичка*. Малкович І. (упор). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.
- *Рукавичка*. *The Mitten* (CD–ROM). Arseneault, D. (prod.). Hamilton, ON: Iliad Productions, 1998.
- *Pinka*. Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- *Три ведмеді.* Турко К. Едмонтон: Міністерство освіти Альберти, 1977.
- *Flowers of the Bible. International Touring Art Exposition* (paperback). Sembaliuk Cheladyn, L. (artist). Edmonton, AB: Flowers of the Bible Society, 1999.
- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *Снігова пісня*. *Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Веснівка*. *Spring Serenade* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1980.
- *Улюблені вірші*. *Популярні дитячі вірші українських поетів*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 2002.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 1

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Illustrated Response

Students draw pictures about events in their lives that they are reminded of when they experience a story; e.g., *Друзі*. They label parts of the picture.

Dialogue Dramatization

Have students bring items to class that relate directly to the dialogue being dramatized.

Personal Journals

Initially, students can illustrate and label their experiences in relationship to the text or the teacher can be the scribe.

Family Interviews

After reading a text, students interview family members and ask for their input; e.g., after reading *Коли я сама*, students ask family members what they like to do when they are alone. Or, after reading *Тістечка з мустардою*, students ask people what is their favourite food.

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GRADE 1

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people (see sample blackline master in Appendix E: Observation Checklist).

☐ Portfolios

Students choose completed samples that show how they have made connections between personal experiences and texts read or viewed in class. All samples should be dated and placed in students' portfolios.

SAMPLE RESOURCES

- *Друзі. Friends.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/ Dzvin Publishing, 1982.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Нова 1: Комплекс матеріялів до навчальних розділів 1–16*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992, «Реквізит до діялогу».
- *Нова 1: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Тістечка з муштардою*. *Cookies with Mustard*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама*. *When I'm Alone*. Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сам*. *When I'm Alone*. Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 1

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 share feelings and moods evoked by oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Illustrated Responses

Have students respond, in their journals, to the feelings and moods in the song *Люблю співати*. They illustrate and label Я веселий/ла.

Extension: Students sketch their feelings and interpretations of a text and share with a partner.

Sentence Starter Responses

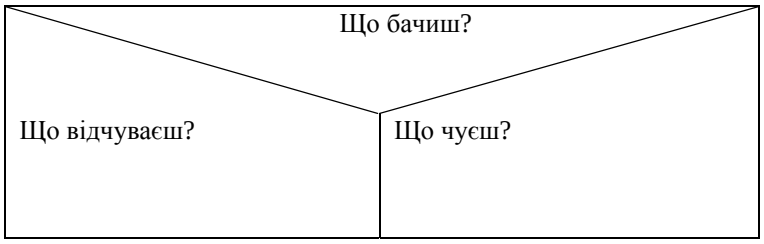
After listening to a song, students respond to sentence starters; e.g.,

- Коли звучала пісня, я відчув/відчула _____.
- Від цієї пісні мені було _____, тому що _____.
- Мені подобається коли співак/співачка _____.

Extension: After listening to the song "Погана відьма," students identify their feelings.

Scary Things

Students illustrate and label scary things on Halloween after reading the story *Загублена мітла*; e.g., Це страшне. Я боюся. After listening to a song or poem, students can do a class Y-chart; e.g.,



Reviewing Feeling and Mood Words

Review pictures depicting various moods; e.g., веселий, сумний, сердитий. Students prepare a chart with words and pictures identifying moods or feelings.

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GRADE 1

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 share feelings and moods evoked by oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share feelings and moods evoked by oral, print, visual and multimedia texts?

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to share feelings and moods evoked by oral, print, visual and multimedia texts when they respond to the song "Люблю співати." Offer feedback, encouragement and praise as needed.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share feelings and moods evoked by oral, print, visual and multimedia texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989, «Люблю співати», «Погана відьма».
- *Нова 1: Моя книга до читання й розмальовування 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Загублена Мітла», с. 3–22.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 1

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize different oral, literary and media forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fiction or Nonfiction?

After listening to a story, e.g., *Пурпурова плянета*, students identify whether it is fiction or nonfiction.

Reading Log

Students participate in a home reading program. Parents are invited to complete a Reading Log with their child. These can be reviewed during student-led conferences and parent visits to the classroom.

Guess the Genre

Read a text aloud and have students guess the genre (e.g., mystery, adventure, fantasy) and explain their reasons for choosing that genre.

Oral Text Brainstorming

Students brainstorm all the different types of oral texts they can think of; e.g., songs, poetry, storytelling, jokes and riddles, radio programs, conversations, plays. Have students think of examples for each type that they have experienced and set goals for experiencing any new types.

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GRADE 1

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize different oral, literary and media forms and texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize different oral, literary and media forms and texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize different oral, literary and media forms and texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist and Goal Setting

Create a simple outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize different oral, literary and media forms and texts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- *Пурпурова плянета*. *The Purple Planet*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Осінь. Соня й Олександер*. Wedmedyk-Kapustyans'ka, V. Akron, OH: AlexSon Publishing, 1987.
- Reading Logs for home reading program.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 1

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Poem Tableau

Following the events of a poem, e.g., *Золоте яєчко*, students create a tableau to retell the beginning of the story. They continue creating the tableau with events from the middle and end of the story.

Character Picture Maps

Students create their own picture maps that describe the characters and the events in which the characters were involved; e.g.,

Колобок

дід → баба → колобок → вовк

Character Illustrations

Students draw pictures to illustrate the character in the story *Рукавичка*; e.g.,

Спочатку	Потім	Наприкінці
мав рукавичку	не має рукавички	знову має рукавичку

Story Triads

Students prepare story triads, using a sheet of paper folded in three panels. They draw pictures and write sentences or labels depicting the beginning, middle and end of the story.

Extension: Students prepare a picture sequence of a familiar story.

Creating Story Representations

After reading and discussing a story, have students create representations of the story; e.g.,

- dramatize a role-play based on the story
- make viewers out of boxes and prepare a story sequence in filmstrip form.

Encourage students to think about the different characters in the story and how they should be represented.

Story Vine

Students draw a series of three to six pictures about a story. They retell the story based on the pictures.

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GRADE 1

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Колобок*. Коваль, О. Київ: Альтернативи, 1997.
- A collection of Ukrainian folk tales.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 1

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 experiment with parts of words, word combinations and word patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Grouping

Students group words according to sounds, letter patterns or word families; e.g.,

double letters	-ати endings
– страхіття	– читати
– волосся	– писати
– зілля	– копати

Letter Cards

Using individual letter cards, students combine letters to spell colour words; e.g., зелене, жовте.

Sound Finders

Students become sound finders, looking through favourite stories or rhymes for words that begin or end with certain letters or letter combinations; e.g., до—дідо, добраніч, досить.

Learning Centres

Encourage students to engage in a variety of word play and word study activities in the writing centre. Have students build or copy favourite words or phrases in a variety of ways. Place a variety of manipulatives in the writing centre; e.g., sponge letters, magnetic letters, sand paper, tactile letters, letter cards, cereal or macaroni letters. The centre should also include a variety of paper types and sizes, and a variety of writing materials; e.g., felt pens, crayons, pencils, letter stamps, slate boards, chalk, markers, whiteboards. Change or add to the materials by including finger paint, sand, salt, alphabet pasta and modelling clay. Post students' work for others to read.

Focus on Syllables

Students experiment with using nonsense syllables orally; e.g., мо, то, фо, со, ло, ме, ге, се, бе, те. They then create their own simple sentences or verses, using repetitive syllables. This can be done as a class activity.

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GRADE 1

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 experiment with parts of words, word combinations and word patterns. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with parts of words, word combinations and word patterns?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experiment with parts of words, word combinations and word patterns. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experiment with parts of words, word combinations and word patterns (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Буквар. Читайлик. Посібник із навчання правильного читання для дітей старшого дошкільного та молодшого шкільного віку*. Федієнко В. В. Київ—Харків: Школа, 2002.
- *Абетка*. Сіденко О. Київ: Лелека, 2000.
- Ukrainian alphabet colouring books.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 1

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 appreciate repetition, rhyme and rhythm in shared language experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rhyming Songs

After singing a short, rhyming song, students make up actions to go along with the song; e.g., *Nova 1 Час уставати*.

Shared Pattern Stories

While students listen to stories, they chime in with repeated patterns; e.g., *Данило Динозавр*.

Rhyming Words

Students brainstorm rhyming words after reading a story such as *Мушка мотрушка*; e.g.,

- мушка
- мотрушка
- вушка
- грушка
- пушка
- подушка

Producing rhymes is possible if students use words such as мама, тата, сама, фама, дама (to experience the sounds) or use nonsense words.

Word Rhythm

When learning new vocabulary from a theme, students clap out the rhythm of the words. Once students are familiar with the new vocabulary, they guess a word by its rhythm.

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GRADE 1

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 appreciate repetition, rhyme and rhythm in shared language experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- appreciate repetition, rhyme and rhythm in shared language experiences?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to appreciate repetition, rhyme and rhythm in shared language experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to appreciate repetition, rhyme and rhythm in shared language experiences (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Співанки-руханки* (компакт-диск). Едмонтон: Методичний кабінет української мови, 1998.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Нова 1: Комплекс матеріялів до навчальних розділів 1–16.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 1: Ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Мушка мотрушка*. Горіх-Цмоць Б. Toronto, ON: Harmony Printing Ltd., 1979.
- *Світанок*. *Ukrainian Songbook for Children*. Magus, H. Edmonton, AB: Ukrainian Bilingual Association, 1982.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 1

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create oral and media texts to communicate and demonstrate understanding of modelled forms.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Notes to Home
Students create notes to their parents; e.g., for Mother's Day or Father's Day.

Modifying Songs or Stories
Students change key words in a song to create original songs; e.g., *Що будемо їсти*?
They draw a new ending to a familiar story.

Extension: Students use wordless picture books as a guide for creating oral or written texts.

Invitations
Students make birthday invitations after reading *День народження*.

Skits and Mini-plays
Working in small groups, students respond to texts they have listened to, read or viewed by creating a skit or mini-play, recounting their favourite parts.

Extension: Students create a dramatic piece, using puppets.

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GRADE 1

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create oral and media texts to communicate and demonstrate understanding of modelled forms. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– create oral and media texts to communicate and demonstrate understanding of modelled forms?

☐ Self-assessment Checklist

Create a simple outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to create oral and media texts to communicate and demonstrate understanding of modelled forms (see sample blackline master in Appendix E: Self-assessment Checklist).

Я написав/ла _____	так	ні
Я малював/ла малюнки	так	ні
Це моя найкраща робота	так	ні

SAMPLE RESOURCES

- *Нова 1: Співанки-руханки* (компакт-диск). Едмонтон: Методичний кабінет української мови, 1998, ч. 27 «Що будемо їсти?».
- *День народження*. *Birthday*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Puppets.
- Costumes for a classroom drama centre.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 1

Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 contribute personal knowledge and experience of a topic to gather information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

Students contribute to a discussion by brainstorming. Record the ideas on a KWL chart that is posted in the classroom.

Daily News Chart

Students share personal ideas and experiences for a class daily news chart; e.g.,

Коли?	Хто?	Що?	Де?	Чому?

Sharing Circle

Students share personal experiences and knowledge of a topic during a sharing circle activity. During the sharing circle, students must take turns and listen actively to others.

Family Booklets

After discussing families, students create personalized family booklets entitled “Моя родина.”

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GRADE 1

Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 contribute personal knowledge and experience of a topic to gather information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– contribute personal knowledge and experience of a topic to gather information?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to contribute personal knowledge and experience of a topic to gather information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to contribute personal knowledge and experience of a topic to gather information (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 1

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask basic questions to satisfy personal curiosity and information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Artifacts Q and A

Students bring in objects of personal interest to share with the class. Discuss the artifacts, then encourage students to ask questions that stem from the artifacts and express any ideas they have about the artifacts.

Interviewing Classmates

Have students think of a list of questions that they would like to ask other students in the class on a topic of their choice. Have them ask the questions and report their findings to the rest of the class by creating a simple booklet.

Dialogue

After learning the *Nova 1* dialogue *Петро купує рибку*, students survey the class to answer questions; e.g., Чи ти маєш домашню тваринку? Чи це киця, пес, риба, пташка, хом'як або нічого?

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GRADE 1

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask basic questions to satisfy personal curiosity and information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask basic questions to satisfy personal curiosity and information needs?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask basic questions to satisfy personal curiosity and information needs (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask basic questions to satisfy personal curiosity and information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 16: Петро купує рибку».
- *Голодна мишка-шкряботушка.* Білаш О. Едмонтон: Лисичка-сестричка, 1987.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 1

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 ask and answer basic questions to satisfy group curiosity and information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Favourite Hobbies

Students survey the class to identify their favourite school activities; e.g.,

- Я співаю
- рисую
- читаю.

Survey for Cooking

After reading *Голодна мишка–шкряботушка*, students survey the class to find out which fruits the class prefers to make fruit kebabs. They ask questions such as, "Чи ти любиш банани, яблука, виноград, помаранчу, ківі?" The class graphs the responses and determines how much of each fruit is needed to make enough kebabs for everyone in the class.

Mystery Box

Place an item related to a topic or theme under study in a mystery box. Students guess what is in the bag by playing 20 Questions. Model how to ask categorical questions; e.g.,

- розмір (Чи це більше від олівця?)/size (Is it bigger than a pencil?)
- форма/shape?
- колір (жовтий, зелений?)/colour (yellow, green?)
- категорія?/category?
- де вживається?/use or function?
- де знаходиться?/location?

The Five W's

Print the five questions on index cards and place them in a question box. After discussing a topic, students take turns drawing cards out of the box and responding to them.

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GRADE 1

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 ask and answer basic questions to satisfy group curiosity and information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask and answer basic questions to satisfy group curiosity and information needs?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask and answer basic questions to satisfy group curiosity and information needs (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Добрі питання

Ім'я: _____ Дата: _____

Тема. Дія _____

1. Я ставив/ла добрі питання. так ні
2. Я добре відповідав/ла на питання.. так ні
3. Моїм найкращим питанням було: _____

Question 3 can be answered during a conference in which the teacher can scribe the response.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 6.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Це моя родина», с. 9–16.
- *Нова 1: Настільні ігри.* Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 1

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 listen actively and follow directions for gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Conducting Research

Students use an organizational framework to help them focus on the tasks they are asked to do. With teacher guidance, they use guiding questions at the beginning of their task to direct their research. Help them develop a plan for selecting and gathering information when they ask questions by having a picture poster with picture cues to help guide questions; e.g.,

- Що я маю зробити?
- Що я шукаю?
- Як це буде виглядати, якщо я зроблю добру роботу?
- Що мені треба дізнатися, щоб виконати моє завдання?

As a second step, students use sources to actively read, view or listen to the information. Before the assignment is completed, encourage students to stop and reflect over the process.

Library Time

Students want to learn more about a topic after reading a story; e.g., *Казка про маму-кенгуру*. During library time, show students how to find appropriate books and other resources with some information about the topic and how to check out books and use the other resources.

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GRADE 1

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 listen actively and follow directions for gathering information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen actively and follow directions for gathering information?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen actively and follow directions for gathering information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 11*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Казка про маму-кенґуру», с. 13–22.
- *Нова 1: Співанки-руханки* (збірка). Едмонтон: Методичний кабінет української мови, 1991, «Очі, вуха, ніс і рот», с. 8.
- *Нова 1: Співанки-руханки* (комплект касет/компакт-диск). Едмонтон: Методичний кабінет української мови, 1992/1998, «Очі, вуха, ніс і рот».
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001, «Вірш про кенґуру», с. 26.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 1

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify and share basic personal knowledge related to experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Think–Pair–Share

After experiencing the *Nova 1* dialogue *Великдень* and the echo-acting routine *Великодній кошик*, students use the think–pair–share strategy. They think about and share with a partner their personal experiences related to Easter traditions. Following partner sharing, several pairs may share their partner's experiences with the whole class.

Five Senses Sharing

Students share and compare, using the five senses. Construct a chart to record students' feelings and experiences. Students can make comparisons.

Sharing Circle

Students draw and discuss personal experiences. These can be shared with a partner or during a sharing circle.

My Treasure Box

Students decorate a shoe box and place inside it things from home that are special to them. They can also bring in objects related to a topic.

Alternative Activity: Students decorate a special box (shoe box) and label it Мої скарби. They take turns taking the box home to place in it things that are special about themselves. Students return the box and share the contents with their classmates.

Photo Feature

Students bring favourite photographs from home and arrange them to tell a story. They pair up with other students and share.

Extension: Students bring in photographs from home depicting Christmas or Easter celebrations or other topics; e.g., my house, my family, our vacation.

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GRADE 1

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify and share basic personal knowledge related to experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify and share basic personal knowledge related to experiences?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and share basic personal knowledge related to experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and share basic personal knowledge related to experiences. Offer feedback, encouragement and praise as needed.

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and share basic personal knowledge related to experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 13: Великдень», «Повтор-імітація 7: Свята вечеря».
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 1

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 seek information from a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interviews

Have students seek information by interviewing various people and understanding that people are sources of information; e.g.,

- interview students in another Ukrainian class
- interview school workers about the job they do in the school.

Word Wall

Students use the word wall, magazines, dictionaries and books to help with drawing and writing.

Listing Sources Used

When doing a theme review with students, note the various sources used; e.g., books, videos, audiotapes, songs, poems, Web sites.

Where to Find Information

Students brainstorm a list of resources where information can be found. Record information on a reference chart as found below. Post the chart in the classroom.

Де шукати		
Дивімся 	Слухаймо 	Читаймо 
– відео – телевізійні програми – речі навколо – знимки – компакт-диск – комп'ютер	– касети – людей – радіо – звуки – компакт-диск – читачів – комп'ютер	– книжки – журнали – газети – афіші – знаки – карти – діяграми

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GRADE 1

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 seek information from a variety of sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– seek information from a variety of sources?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to seek information from a variety of sources (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

Have students list and draw pictures of where they found information during a research activity.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to seek information from a variety of sources. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Мій перший словник*. Palijiw, K. Toronto, ON: Ukainian Teacher's Association of Canada, 1975.
- *Мово рідна, слово рідне!* Чумак Я. І. (ред.). Торонто: Українська книжка, 1986.
- *Мій найкращий словник. Best Word Book Ever*. Scarry, R., Dubas, O. (Ukrainian ed.). Ottawa, ON: Ukrainian Publications, 1992.
- Ukrainian children's magazines; e.g., *Малятко* (published in Kyiv).
- Community posters of special events.
- Ukrainian newspapers.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 1

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Riddles

Students make riddles about people or objects in the class or school, using a model provided. They challenge each other to answer the riddles.

Surveys

Students prepare simple questions for a survey on a topic or theme under study. They survey classmates. With teacher guidance, students review results and present them, using pictorial or bar graphs. Discuss the graphs with students to determine if the questions were answered.

What's in the Bag?

Invite students throughout the year to play the game "What's in the bag?" Students take turns asking questions to find out what is in the bag. When students answer correctly, produce the object.

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GRADE 1

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize when information answers the questions asked?

☐ Self-assessment Checklist

Have students reflect on how they determined whether information was relevant and could be discarded or saved.

Перевірка

Ім'я: _____ Дата: _____

Тема: _____

1. Моє питання_____
2. Моя відповідь_____
3. Чи я добре відповів/ла на питання? так ні
4. Чи в мене досить інформації? так ні
5. Треба ще _____

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize when information answers the questions asked. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 6.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Моя книга до читання й розмальовування 8.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Моя книга до читання й розмальовування 11.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 1

Specific Outcome

Access Information

Students will be able to:

3.2.4 understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Looking for Key Words

Using the overhead projector and several coloured markers, model how to locate key words for relevant facts. Different coloured highlighters may be used to highlight various categories of information. This is repeated until students demonstrate a readiness to work more independently.

Extension: Working in small groups, students read text to locate and highlight key words that may answer their inquiry questions.

Map of the Library

Take students to the library to explain different sections, especially the section where the Ukrainian books are found. When they return to class, students create a map of the library to serve as a reference all year. This map can also be located in the library. Sections of the library may be labelled in Ukrainian; e.g., географія, історія.

Extension: An older class is asked to give a tour of the library and explain how they use it.

Orienteering

Label and number items in the library. Students are given a map and list and must locate 10 items in the library. Alternatively, call out the item and students can mark it on their maps.

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GRADE 1

Specific Outcome

Access Information

Students will be able to:

3.2.4 understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning?

☐ Conferences

Conference with students about the maps they created. Discuss what cues they used in the library to help them create their maps. Have conferences during works in progress to coach students in using a variety of information sources.

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- Ukrainian labels and numbers for the Теренова гра activity.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 1

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make and check predictions, using prior knowledge and oral, visual and print text features to understand information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Stop and Predict

Stop in the middle of a story or video and have students predict what could occur next.

Predicting from the Book Cover

Students look at the title and cover page of a book, then illustrate and label their prediction of what the story is about. They then look through the book illustrations and confirm or add pictures or labels. Finally, after hearing the story, students do a final analysis. They can then share their predictions with partners.

Four Squares

Students each fold a piece of paper into four squares. Read the text and stop at four key points. Students predict what will happen next, using words and sketches in the appropriate squares.

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GRADE 1

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make and check predictions, using prior knowledge and oral, visual and print text features to understand information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– make and check predictions, using prior knowledge and oral, visual and print text features to understand information?

☐ Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to make and check predictions, using prior knowledge and oral, visual and print text features to understand information. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

☐ Conferences

Conference about predictions students made. Coach students on refining their predictions by using visual and print cues.

SAMPLE RESOURCES

- *У тітки Квітки* (videocassette). Toronto, ON: Kvitka Productions, 1975–1989, «Черепахи».

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 1

Specific Outcome

Organize Information

Students will be able to:

3.3.1 identify and categorize information according to similarities, differences and sequences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Graphic Organizers

Students complete a class T-chart or Venn diagram (written by the teachers) showing similarities and differences of objects, animals, holidays or cultures; e.g., лисичка і журавель.

Arranging Pictures in Sequence

Students arrange pictures in sequential order; e.g., *Nova* dialogues.

Students sequence sentence strips to create a story; e.g., students sequence the dialogue text in every dialogue done in Grade 1.

Добра вістка/Не добра вістка (Good News/Bad News)

Students look at situations and find both the good and bad. They can do these orally. They then prepare individual sheets that can be put into a class book.

4 Squares

After discussing a sequence activity, students are each given a sheet that is divided into four squares. They label and illustrate their squares 1st, 2nd, 3rd and 4th. Students then present their sequence to partners; e.g., Як чистити зуби? Як варити макарони? Як мити руки? Як приготовлятися до школи?

Ordering and Comparing Comics

Students are divided into groups and given different Ukrainian comic strips that have been cut into sections. They must order the comic strips correctly and then relate the story orally. The class can then discuss how the different comics were similar or different.

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GRADE 1

Specific Outcome

Organize Information

Students will be able to:

3.3.1 identify and categorize information according to similarities, differences and sequences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify and categorize information according to similarities, differences and sequences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and categorize information according to similarities, differences and sequences (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to identify and categorize information according to similarities, differences and sequences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

☐ Conferences

Conference with students as they group and categorize information. Have students explain their T-charts or Venn diagrams.

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 8.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «На фармі», с. 15–22.
- *Нова 1: Діялоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 7: Святий вечір», «Діялог 13: Великдень».
- *Нова 1: Діялоги і повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, « Методичні вказівки: Картки з реченнями», с. 1.
- *Лисичка та журавель*. Київ: Альтернативи, 1997.
- Graphic organizers; e.g., T-chart or Venn diagram (see sample blackline masters in Appendix D).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 1

Specific Outcome

Record Information

Students will be able to:

3.3.2 represent and express key facts and ideas in visual form or with words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pictures with Information Sheets

Students draw labelled pictures representing key facts and ideas about their inquiry or research topic. They complete information sheets to explain their drawings; e.g.,

Мій малюнок

Ім'я: _____ Дата: _____

Ось _____. Прошу, зверніть увагу на:

_____

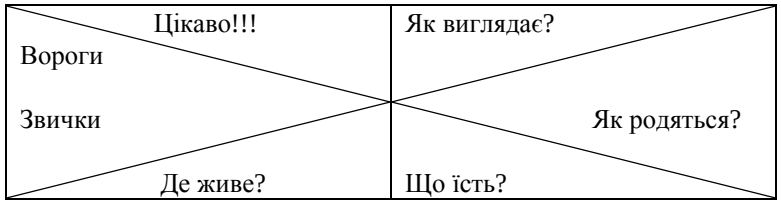
1. _____
2. _____
3. _____

Caterpillars

After reading *Гусениця*, students represent their ideas by drawing or cutting out pictures and placing them in the appropriate word boxes; e.g., a student finds a picture of a leaf and places it in the box marked, "What do caterpillars eat?" Also, students can show the life cycle of a caterpillar, using pictures and some key words.

Webs

Students learn how to use webs to record their own key words, phrases and images. With the teacher's guidance, students practise summarizing information, using an animal web; e.g.,



Fact Frieze

Students do a fact frieze where they draw and label pictures to present important facts. These are displayed as a frieze; e.g., пори року.

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GRADE 1

Specific Outcome

Record Information

Students will be able to:

3.3.2 represent and express key facts and ideas in visual form or with words. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– represent and express key facts and ideas in visual form or with words?

☐ Conferences

Conference with students about their labelled pictures to see if they were able to represent and express key facts and ideas in their own words and pictures.

SAMPLE RESOURCES

- *Гусениця. The Caterpillar*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Graphic organizers; e.g., webs (see sample blackline masters in Appendix D).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 1

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 use gathered information as a basis for communication.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reflection and Sharing

Students summarize and represent interesting information they have heard, read or viewed for sharing with their classmates. Provide a variety of journal prompts to encourage students to reflect upon and share information; e.g., after listening to *Зеня-Зубка*, students illustrate and discuss what they learned about healthy teeth.

My Observations

After a neighbourhood walk, students record in pictures and words what they saw, heard and smelled. They then share these observations with classmates. Students may fill in a T-chart about their experiences; e.g.,

Я чув/чула	Я бачив/бачила

Did you know?

Students prepare an audio or video recording presenting information on a concept that they learned or prepare a class booklet with illustrations and labels.

This Week at School

In a journal, students record something they learned in school. This can be shared with parents every week.

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GRADE 1

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 use gathered information as a basis for communication. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use gathered information as a basis for communication?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use gathered information as a basis for communication (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use gathered information as a basis for communication. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 11*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Зеня-Зубка», с. 23–32.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 1

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 recall, share and record information-gathering experiences in visual or text form.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fire Safety Week

During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print. Give students a map of the school to draw escape routes. They can also prepare escape routes for their home with their family. Students present their routes, using terms such as треба йти... прямо, криво, наліво/ліворуч, направо/праворуч, угору, униз.

Sharing Circle

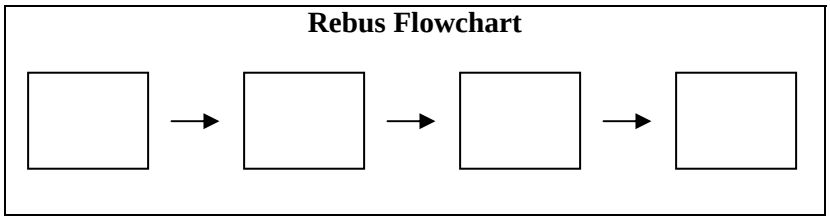
After doing an activity, students share in a circle what they experienced in the process; e.g., Мені було тяжко... Мені було легко... Я навчився/навчилася...

Changing Families

Students listen to a book; e.g., *Велика таємниця*. They then draw before and after pictures to show how families change.

Rebus Flowchart

After completing a project or presentation (e.g., a diorama, an interview or a graph), students each create a rebus flowchart representing the steps taken in making the final product; e.g.,



Picture Show

While studying a theme or unit, take pictures of various activities in which students participate to show the development of the concepts; e.g., after studying "Осінь", the pictures show: Ми читали книжки у клясі. Ми ходили на прогулянку. Ми збирали листя. Ми вирізували малюнки. Ми читали книжки з бібліотеки. Ми робили експеримент з листям. Ми малювали дерева. Ми святкували ____. Ми співали пісні. Ми читали вірш. This will also assist in modelling past tense.

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GRADE 1

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 recall, share and record information-gathering experiences in visual or text form. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recall, share and record information-gathering experiences in visual or text form?

☐ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to recall, share and record information-gathering experiences in visual or text form (see sample blackline master in Appendix E: Self-assessment Rating Scale).

☐ **Conferences**

Conference with students about their personal contributions to the group. Provide support and coach students to help them gain confidence in sharing their knowledge and experiences.

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recall, share and record information-gathering experiences in visual or text form (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Велика таємниця*. *The Big Secret*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Книжка до читання і малювання від ведмедика Безпеки*. Saskatoon, SK: Saskatchewan Teachers of Ukrainian, Saskatchewan Learning, 2002.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 1

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 contribute ideas from personal experiences for oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listen, Draw and Share

After listening to a story (e.g., *Томчик*) students draw to illustrate "Мені сумно, коли...". Students then share their illustrations during a sharing circle and work together to create a class display, using their illustrations.

Colour Planet Books

Students cut and paste objects of a specific colour to make their own books about a "planet with only one colour," modelled after *Пурпурова плянета*.

The Story Reminds Me of ...

After reading a story (e.g., *Зимовий спорт*) students orally express how the story reminded them of their own experiences; e.g., улюблений зимовий спорт. They then draw pictures and write or copy a sentence; e.g., "Мій улюблений спорт …" These sheets can then be compiled to make a book.

Language Experience Bulletin Board

Create a language experience bulletin board, using visuals and text. Students are each given four 10 cm x 14 cm pieces of paper and a theme; e.g., Різдво or Галловін. They illustrate four different personal thoughts or ideas. As they compile each picture, they present it to the teacher. Label their pictures using a word, phrase or sentence. The pictures are then posted. At the end, present any vocabulary or concepts that are missing.

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GRADE 1

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 contribute ideas from personal experiences for oral, print and visual texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– contribute ideas from personal experiences for oral, print and visual texts?

☐ Self-assessment Checklist

With the teacher, students complete a self-assessment checklist to show how they shared ideas; e.g.,

Ділимося думками

Ім'я: _____ Дата: _____

1. Я ділився/ділилася думками.
   ☺ 😐 ☹
2. Я слухав/слухала інших.
   ☺ 😐 ☹
3. Я чув/чула нові думки.
   ☺ 😐 ☹
4. Я довідався/довідалася…

   _____
   _____
   _____

Initially, these sentences can be read aloud while students complete the sheets on their own. The lines for #4 can also be eliminated initially so that when students cannot scribe, they can at least represent their own ideas, thoughts and concepts through illustrations. The lines can be put in later so that students can write their response.

SAMPLE RESOURCES

- *Томчик*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Пурпурова плянета*. *The Purple Planet*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Нова 1: Моя книга до читання й розмальовування 9*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Зимовий спорт», с. 23–32.
- Four 10 cm x 14 cm pieces of paper per student.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 1

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences, using simple text forms.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rebus Poem Sentence Pattern

After discussing spring and learning the rebus poem *Колір трави*, students complete sentence patterns; e.g.,

- Навесні сонце _____ (тепле, зимне).
- Трава _____ (зеленіє, жовкне).

Flip Books

Students make simple flip books, using words and illustrations; e.g.,

Жаба	скаче

Школярі	у школі

Photo Time Lines

Students use photographs; e.g., Пори року. They take pictures of the same object throughout each season. While studying Все про мене, students create a time line, using photographs of themselves.

Nova Dialogues

Students put on a puppet play of a story or the *Nova* dialogues or role-play *Nova* dialogues.

Daily Poem

Take a moment each day to read to students a poem based on the theme or concept being developed. Students draw three ideas, then share their ideas with partners.

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GRADE 1

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences, using simple text forms. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share ideas and experiences, using simple text forms?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share ideas and experiences, using simple text forms (see sample blackline master in Appendix E: Observation Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to share ideas and experiences, using simple text forms (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991, «Колір трави».
- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002, «Скачуть жабки», с. 13.
- Pre-made flip books.
- Puppets.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 1

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 organize visuals to express ideas and tell stories.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fact Frieze

Students create a fact frieze based on ideas from informational texts they have listened to, read or viewed. They review and record facts, then choose, illustrate and post the facts as a frieze.

Sequencing Activity

Students sequence the dialogue pictures from *Nova 1*. Sequencing cards for language development can also be purchased for this activity.

Extension: Students take a comic strip that has been cut up and sequence it into a story.

Computer Animation

Students use a simple computer animation program (e.g., *Kids Work*) to produce a series of animated pictures to show movement. Afterward, they present their "mini movie" to the class; e.g., Сніг падає, надворі снігова буря, Риба плаває у воді, Сонце сходить/заходить.

How To ...

Students create, in sequence, pictures to show how to prepare a dish; e.g., *borscht, varenyky, holubtsi*, macaroni and cheese, salad. Students form an assembly line and illustrate their contributions. These contributions can then be used to sequence the process. Students can also illustrate the "how to" process; e.g., making a snowman, building a snow fort, planting a bean.

Storyboards

Storyboards or wordless picture books can be made by students to represent a series of ideas. Provide a story starter line; e.g., Одного зимового дня, Борис йшов до Наталі бавитися. Сніг почав сильно падати. Вітер віяв...

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GRADE 1

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 organize visuals to express ideas and tell stories. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– organize visuals to express ideas and tell stories?

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to organize visuals to express ideas and tell stories (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Portfolios

With the teacher's assistance, students select work samples that show how they organized visual and simple written texts to express their ideas and tell stories.

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Методичні вказівки», с. 1–6.
- Simple computer animation programs.
- Ukrainian comic strips.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 1

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 talk about own creations and those of others, using basic, common expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Author's Chair

After a student's story has been read, generate a list of things students enjoyed about the text. Students use this as a base for commenting to the student who has presented in the author's chair; e.g., Мені подобається/подобалося... (малюнки, гумор, довгі і короткі речення, перше речення, кінець).

Characteristics of a Good Poet or Writer

Post a list of Добрий письменник… Добрий поет…, listing the characteristics of a good poet or writer. Students suggest the characteristics and the teacher then uses the list for commenting on other students' work.

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GRADE 1

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 talk about own creations and those of others, using basic, common expressions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– talk about own creations and those of others, using basic, common expressions?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to talk about own creations and those of others, using basic, common expressions (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to talk about own creations and those of others, using basic, common expressions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Малий Гарбуз», с. 23–43.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 1

Specific Outcome

Revise Content

Students will be able to:

4.2.2 ask simple questions to clarify meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Weather Questions

Ask weather questions as part of the morning routine; e.g., Чи надворі віє вітер? Чи соняшно? Later, students can take turns asking questions.

Question Phrases

Students learn phrases that help them formulate questions to clarify meaning; e.g., from charts or language ladders.

The Five W's

Create and post a poster of the 5 Питань (Хто? Що? Коли? Де? Чому?). Students use these to ask questions after story time. Initially, model for students how to ask questions. Later, they take turns being the teacher.

20 Questions

Students are introduced to simple adjectives that could help extend their questioning; e.g., великий/малий, довгий/короткий. The song "Антоніми" could be used to teach the words. Then students play 20 Питань (20 Questions).

What do you have?

Each student holds a picture of an object pertaining to the theme or vocabulary being developed. Students take turns asking, "Хто має?" When studying clothing, students simply ask, "У кого сині шкарпетки?" They raise their hands and reply, "У мене сині шкарпетки." They ask questions such as, "Що ти маєш на обід, Іване? або Іване, що ти сьогодні їв на обід?"

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GRADE 1

Specific Outcome

Revise Content

Students will be able to:

4.2.2 ask simple questions to clarify meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- ask simple questions to clarify meaning?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask simple questions to clarify meaning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Self-assessment Checklist

Create a simple outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to ask simple questions to clarify meaning (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 10*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Як мені холодно», с. 25–32.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Українські мовні ігри*. *Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- Charts or language ladders with question phrases.
- Pictures of theme-related objects or vocabulary.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 1

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 form recognizable letters; and use letters, numbers and basic function keys on the keyboard.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Practise Writing

Provide visual models of both manuscript print for reading and cursive writing for scribing. Students practise forming letters of the Ukrainian alphabet. They strive for consistency in size and shape.

Extension: Students become familiar with and experiment with the Ukrainian font on the computer. After typing one letter on the keyboard, each student experiments with different styles and sizes of the letter. Students then do the same, using their names.

Computer Class Book

Each student is given a letter or number. The student uses a computer paint or word processing program to create a page for an alphabet or number book. The pages are then printed and compiled to form a class book; e.g., А–авто Б–баба. Students use a paint program to illustrate the letters. They share taking the book home to read to family members.

Some students benefit from pencil grips, larger pencils or raised lines. Practice books from Ukraine offer a guide in slant. Encourage students to practise letter formation on chalkboards, whiteboards or large paper. Some students benefit from finger printing in sand and in the air.

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GRADE 1

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 form recognizable letters; and use letters, numbers and basic function keys on the keyboard. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– form recognizable letters; and use letters, numbers and basic function keys on the keyboard?

☐ Portfolios

Students choose samples of their best printing for their portfolios. They should tell why the selected piece represented their best work. Date work samples to show progress over time.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to form recognizable letters; and use letters, numbers and basic function keys on the keyboard (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- *Українська абетка. Ukrainian Alphabet Flash Cards*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Абетка*. Бокало Г. (ред.). Львів: Аверс, 1999.
- *Абетка*. Завальська Н. Симферопіль: АВДІ, 2000.
- Computers with print or word processing programs and Ukrainian fonts.
- Chalkboards, whiteboards or large paper.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 1

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 use familiar words or simple sentences to describe ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Scribing Student Text

Together with students, compose text based on common experiences from the *Nova* dialogues. Scribe students' ideas, using familiar words or simple sentences. When the text is complete, students reread it to ensure that the information is accurate and sequenced appropriately. Then post the text in the classroom for reading practice.

Sentence Starters

Ask students to complete sentence starters from the dialogue cards so the sentences match the appropriate picture; e.g., using the *Nova* dialogue *Будь обережний*, students complete the sentence "Будь обережний, коли…"

Personal Response

Read a story (e.g., "Я боюся") and ask students to share similar experiences; e.g., describe when they are afraid. Scribe their responses, drawing picture cues. Each student chooses a response, completes a sentence on a pre-made sheet and illustrates the response; e.g., Я боюся, коли блискає надворі. As a final copy, this can be completed using computer support.

Story Retelling

Read a text to the class and ask students to retell the story in their own words or to illustrate three ideas from the text and label each one.

Photo Essay

Students use pictures or photographs to describe familiar events; e.g., Моя родина/My family. They label titles as мама, тато, брат, сестра.

Change a Word

Provide a simple sentence and ask students to choose a noun, verb or adjective that could be changed. Students brainstorm different possibilities; e.g., Іван бігав у спортзалі.

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GRADE 1

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 use familiar words or simple sentences to describe ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use familiar words or simple sentences to describe ideas?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use familiar words or simple sentences to describe ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to use familiar words or simple sentences to describe ideas (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 1

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 use familiar words with visuals to express ideas, feelings and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

How To Illustrations

Students draw a series of illustrations to show how to complete a simple and familiar procedure. They use familiar words to explain the illustrations; e.g., I wash the dishes.

Favourite Activities

After a discussion on winter activities, students illustrate their favourite activities. They describe their illustrations, using familiar words.

Rebus Sentences

Students prepare simple rebus sentences. Initially, this is modelled with familiar songs or poems; e.g., "Голова, рамена," "Антоніми," "Падав сніг на поріг." Students add their own illustrations later to the list of songs or poems.

Dialogues

Students present an echo-acting script before a dialogue. Afterward, present the visuals from the *Nova* dialogue and students create their own stories or dialogues.

Read-alouds

Before a read-aloud, do a walk through of the illustrations and ask students to give words, phrases and ideas about the story. During read-aloud time, pause periodically and encourage students to discuss how the illustrations contribute to the ideas and information in the text.

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GRADE 1

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 use familiar words with visuals to express ideas, feelings and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use familiar words with visuals to express ideas, feelings and information?

☐ Conferences

Conference with students about their illustrated texts. Discuss how details in the pictures enhance the meaning of their written work. Also discuss how words support their drawings.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use familiar words with visuals to express ideas, feelings and information (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 8: Я мию посуд».
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- Wordless picture books.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 1

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for complete sentences; and make sentences complete, with guidance.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Daily Edit

Use the daily edit procedure during mini-lessons to help students become aware of print conventions. Write one simple sentence that contains one error on the board or chart. Sentences can come from a familiar rebus poem; e.g., "Лялька Алла." Read the sentence and have students discuss and correct the problem. Errors addressed during the daily edit should reflect difficulties students are experiencing during their independent writing and the linguistics outcomes for Grade 1.

Self-editing

After completing a simple text, students, along with the teacher, check their work for spelling and grammar errors. Have them note any errors in their Learning Logs and discuss these errors with other students in groups.

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GRADE 1

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for complete sentences; and make sentences complete, with guidance. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– check for complete sentences; and make sentences complete, with guidance?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to check for complete sentences; and make sentences complete, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to check for complete sentences; and make sentences complete, with guidance. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 1

Specific Outcome

Spelling

Students will be able to:

4.3.2 copy familiar words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Copying

Students copy names of foods, seasons, actions, school supplies, family members and friends from appropriate illustrations.

Creating Bingo Cards

Create a Ukrainian alphabet Bingo game or have students cut out letters which were prepared by the teacher. Students then glue the letters onto a template and make their own Bingo cards.

Nonsense Poems

Teach the following nonsense poem:

а а а а
та-па, та-па, та-па, та
и и и и
ти-пи, ти-пи, ти-пи,ти
е е е е
те-пе, те-пе, те-пе, те

Go through all the other vowels (*i, o, y*) and have students create and present their own nonsense poems by changing the consonants.

Extension: Use nonsense syllables for spelling dictation and/or cursive writing exercises, using only the sounds that have been formally introduced.

Word Wall

Students use the word wall to play I Spy; e.g., Я бачу слово, яке починається на літеру м, а закінчується на літеру а. У слові 4 літери. м _ _ а = мама

Extension: Students copy familiar words from the word wall to use in writing.

Word Chains

Act as scribe as students try to form a long chain of words by connecting final and initial sounds; e.g., мама, авто, око, олівець.

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GRADE 1

Specific Outcome

Spelling

Students will be able to:

4.3.2 copy familiar words. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– copy familiar words?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to copy familiar words (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to copy familiar words (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

☐ Conferences and Checklist

Ask students to describe how they connect sounds and letters. Maintain a record of the letters and sounds they know; e.g.,

Name	Introduced	Developed	Mastered
Larissa	M/T	M/T	M
Peter	M/T	M	
Oksana	M/T		
Paul	M/T	M	M

SAMPLE RESOURCES

- *Лелеченя. Букварик для малят*. Бударіна Р.В. Київ: Лелека, 2001.
- *Ukrainian Power Volume 1. Learning the Alphabet* (videocassette). Halaburda, O. Milford, MI: Ukrainian Power Videos, Inc., 2000.
- Ukrainian alphabet Bingo game cards.
- Word wall.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 1

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 imitate basic writing conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling

Use shared and interactive writing procedures to model capitalization and punctuation while scribing language experience charts. Students listen for auditory cues that signal sentence boundaries. Show them how these auditory cues guide sentence boundaries and how capital letters and punctuation are used to mark them.

Greeting Cards

In a greeting card, a student uses capital letters in the appropriate places for the greeting; e.g., birthday, Mother's Day, Father's Day, Многії літа бажає... Students also know when not to use capital letters; e.g., баба, дідо, мама, тато.

Letter

Students write a letter after reading *Листування*. They learn to capitalize the greeting and closing but not the day or month in the date section of the letter.

Name Writing

Students practise writing their names with a capital letter, using different media. In their daily work, students copy the date, using a lowercase letter.

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GRADE 1

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 imitate basic writing conventions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate basic writing conventions?

☐ Conferences

Look for and discuss students' understanding and use of capitalization and punctuation in written expression. Provide feedback to help students develop an awareness for sentence boundaries.

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to imitate basic writing conventions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Листування. Letter Writing*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- Simple greeting cards.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 1

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Show and Tell
Students bring toys or familiar objects from home and, with teacher assistance, present them to their peers, using simple descriptive words. Students seek assistance by asking ahead for vocabulary preparation.

Daily News
Provide opportunities for students to share their news and experiences. They use the daily news chart to report their own daily news. Students listen for answers to the 5 W questions; e.g., *Я чув/чула, що…*

Dialogues
After learning vocabulary from the *Nova 1* dialogue *Час спати* and the echo-acting routine *Я прибираю спальню*, students draw and label pictures of their own bedrooms to present to the class. After learning the dialogue *Час їсти*, students prepare posters entitled "Мені подобається їсти…"

My Favourite Meal
Students cut out pictures from flyers and label the foods. They later each take three paper plates, label them "Сніданок," "Обід" і "Вечеря," then present their favourite meals by cutting out illustrations or drawing them.

Mystery Box
Encourage oral language development by having students tell about objects in a mystery box. The objects are based on classroom themes.

Photographs Without Cameras
Help students create photographs by placing small objects connected with the class topic or theme (with defined edges) on light-sensitive paper and exposing to sunlight. Students compose captions or labels, use these for oral presentations and later put them together for a class book.

Murals
Students work in groups making thematic murals, writing labels, phrases or sentences and presenting them to the class.

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GRADE 1

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation?

☐ Conferences

Conference with students to encourage them to share ideas and information in presentations. Coach students in preparing and using descriptive words to describe toys or familiar objects.

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 14: Я прибираю спальню».
- Light-sensitive paper (available at photography or art supplies stores).
- Flyers and magazines with pictures of various foods.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 1

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 share information and ideas with a group.

SAMPLE TEACHING AND LEARNING ACTIVITIES

What I'm Wearing

Students each tell about one piece of clothing they are wearing; e.g.,

– У мене зелені шкарпетки.
– Мої джинси мають кишені.

Sequencing

Students use a sequence of pictures as the basis for retelling a familiar story; e.g., any of the *Nova 1* dialogues. Model how to sequence pictures and use them to explain how the story starts, what happens in the middle and how the story ends.

Telephones

Set up two telephones in the classroom that students use to mimic telephone conversations. Discuss appropriate telephone etiquette with students.

Fish Bowl Technique

Students participate in the fish bowl technique, where a pair or small group of students demonstrates or role-plays while others silently observe. Afterward, the group discusses what they observed.

Extension: Students present puppet plays, either using *Nova* dialogues to retell a story or presenting their own story or sentences.

Retelling a Story

Students use a magnetic or flannel board to retell a story or present information based on a theme.

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GRADE 1

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 share information and ideas with a group. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share information and ideas with a group?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share information and ideas with a group. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share information and ideas with a group (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Bilingual Ukrainian-English Board Book Series*. Teague, K. Toronto, ON: Editions Renyi, Inc., 1990, "Getting Dressed."
- Puppets.
- Telephones.
- Magnetic board or flannel board.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 1

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate active listening and viewing behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listening to a Story

As they are listening to a story (e.g., *Загублена Мітла*) students think about what they are hearing. They then pair with other students to discuss what they have heard. Finally, students share their perceptions with the group.

Listening, then Drawing

After listening to any story or poem, students pair up, draw a favourite or important part of this listening experience and share it with the class.

Active Listening Cues

For active listening, the teacher can give a reminder; e.g., 3 С—Сядь! Слухай! Слідкуй очима! Students learn and use the following visual cues for listening and viewing behaviours:



Слідкуй очима

Тримай руки на місці

Сиди на місці

Не говори

Придумай питання

Following Directions

Students listen carefully to follow specific directions. They are each given a layer grid paper with a "п" marked for "початок." Give students simple directions, using the terms угору, униз, наліво/ліворуч, направо/праворуч; e.g., Іди з квадрата вгору. The intended result is the creation of a picture.

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GRADE 1

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate active listening and viewing behaviours. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate active listening and viewing behaviours?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate active listening and viewing behaviours (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate active listening and viewing behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Загублена Мітла», с. 3–22.
- *Українські мовні ігри*. *Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Listening/viewing behaviour chart.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 1

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 tell and draw about self and family.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Body Tracings
Help students make life-size tracings of each other. Each student then paints his or her own features and favourite clothing. The life-size tracings are posted and students are encouraged to write labels on their own representations.

Helping at Home
After learning the dialogue "Тарас і Леся помагають бабі," students draw how they help at home; e.g., Я помагаю. In pairs, students each share their illustration and "how to" story with a peer.

"Me" Objects
As part of their unit about themselves, each student prepares and presents a decorated box with objects inside that represent them.

Time Lines
Students prepare and present time lines about themselves or their families.

Show and Tell
Students bring in personal items to share with their peers.

Mobiles
Students make family mobiles, or a mobile about themselves, and present it to the class.

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GRADE 1

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 tell and draw about self and family. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– tell and draw about self and family?

☐ Conferences

Conference with students during works in progress. Provide feedback and encourage students to communicate their ideas in clear, specific ways. Extend and expand upon ideas and illustrations. Assist students to enhance their work.

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to tell and draw about self and family (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 11: Тарас і Леся помагають бабі».
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 1

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 listen to stories from oral, print, visual and multimedia texts from different communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Videos

Students view videos in English that portray other cultures. Guide them to be alert for cultural characteristics; e.g., if studying winter and the subtopic Christmas, look at pictures or videos from other cultures to compare their celebrations to Ukrainian traditions.

Guest Speaker

Invite a guest speaker to present cultural differences; e.g., grandparents could explain how they celebrated Christmas. Students then make comparisons with their own Christmas celebrations. A guest recently immigrated from Ukraine could also tell or read a story.

Extension: Invite another bilingual class to present and share their favourite songs, poems and stories.

Songs

Students listen to children's songs from a variety of cultures.

Comparing Cultural Stories

Students compare a traditional Ukrainian story to a traditional British/North American one; e.g., *Колобок* and *The Gingerbread Man*.

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GRADE 1

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 listen to stories from oral, print, visual and multimedia texts from different communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen to stories from oral, print, visual and multimedia texts from different communities?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to stories from oral, print, visual and multimedia texts from different communities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen to stories from oral, print, visual and multimedia texts from different communities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Колобок*. Коваль, О. Київ: Альтернативи, 1997.
- *Multicultural Teaching: A Handbook of Activities, Information and Resources*. Tiedt, P. L. and Tiedt, I. M. Boston, MA: Allyn and Bacon, 2002.
- *Multiethnic Education*: *Theory and Practice*. Banks, J. A. Boston, MA: Allyn and Bacon, 1994.
- Guest speakers; e.g., grandparents, recent immigrants.

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Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Responses

After listening to stories with animal characters or discussing heroes and villains (e.g., *Червона шапочка*, *Три свинки* or *Лихомор*), students discuss the stories so that they can make personal connections with the experiences and feelings expressed. Students' responses are recorded on a chart; e.g.,

Герої й лиходії Назва: _____		
Герой/героїня	Що зробив/зробила	Як я почувався/почувалася
Лиходій/лиходійка		

Favourite Sports

After listening to the story *Спорт*, students state their favourite sport, then present a sentence and illustration.

Рукавичка

Read the story *Рукавичка*, stopping to discuss with students how the boy felt at having lost the mitten. At the end of the story, discuss with students how the boy felt when he found the mitten. Students are then asked if they have ever lost something that meant a lot to them.

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GRADE 1

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– connect aspects of stories and characters to personal feelings and experiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect aspects of stories and characters to personal feelings and experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect aspects of stories and characters to personal feelings and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Червона шапочка*. Slavutych, E., Turko, X. (eds.). Edmonton, AB: Alberta Education, 1975.
- *Лихомор*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Три свинки*. *Three Little Pigs.* Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 1

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 share ideas and experiences to create and celebrate.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Birthday Celebration

After learning the echo-acting routine *День народження* and singing "Многіï Літа," students record in pictures and words how they celebrate their birthdays.

Thanksgiving

For День подяки/Обжинки, students learn the following song:
Ми вдячні /2/
За їжу /2/
За наше здоров'я /2/
І сім'ю
(sung to the melody of "Frére Jacques").

Afterward, students share ideas on what they are grateful for.

Disposable Cameras

As part of their supply list, students have a personal disposable camera that they use to capture special occasions. Each student creates a yearbook.

Easter Celebration

For Easter, students weave a basket, make *krashanky/pysanky*, learn a *hahilka* or prepare one class basket and share.

My Weekend

Students draw and label what they did on the weekend. Afterward, they present and share their drawings, giving oral sentences.

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GRADE 1

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 share ideas and experiences to create and celebrate. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share ideas and experiences to create and celebrate?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share ideas and experiences to create and celebrate. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss students' choices for contributing to group stories. Encourage students to talk about other ways to contribute to group stories.

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 13: Великдень», «Повтор-імітація 9: Уродини».
- *Пісня душі*. *Song of the Soul*. *Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Співучі скарби*. *Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Ukrainian Easter Egg Coloring Book*. Perchyshyn, E., Perchyshyn, N. Minnesota, MN: Ukrainian Gift Shop, Inc.
- Disposable cameras.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 1

Specific Outcome

Cooperate with Others

Students will be able to:

5.2.1 work in partnerships and groups.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Mural

Help students plan a group mural. They work in small groups to discuss and decide how to create a mural on a specific topic or theme. Or, each group may take responsibility for one section of a classroom mural. As students plan, they need to consider what details to include, where to place them and what medium they will use.

Buddies

Students are paired and/or grouped with older students for Ukrainian buddy reading. Other reasons they partner with older students are computer projects, interviews, gathering data, writing activities, making *pysanky* and cooking projects.

Group Work

Have students work together in groups to complete various simple projects; e.g.,

- present role-plays of *Nova* dialogues
- present puppet plays of favourite stories.

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GRADE 1

Specific Outcome

Cooperate with Others

Students will be able to:

5.2.1 work in partnerships and groups. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– work in partnerships and groups?

☐ Anecdotal Notes

Observe the social interactions of a small group to focus on possible difficulties. List the group members and draw arrows to show interactions. Record the number and kinds of interactions. Date the observation and use the data to help individuals develop effective group working skills.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to work in partnerships and groups (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Тут і там*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- Puppets.
- Older Ukrainian students.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 1

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 take turns sharing information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Taking Turns Expressions

Students identify and recognize expressions related to taking turns. With student input, develop T-charts to show what taking turns looks like and sounds like. The charts are used during instruction and debriefing sessions.

По черзі	
Як виглядає? 	**Що чути?** 
Всі дивляться на особу, яка говорить. Діти говорять по черзі. Тільки одна особа говорить. Діти привітно усміхаються. ☺	"Чи тепер моя черга?" Я хочу сказати…, Одна особа говорить. Не можна говорити поза чергою.

Sharing Circle

In a sharing circle, students sit and share events and experiences, taking turns by passing an object; e.g., a feather.

Partner Sharing

After students have shared an experience in pairs, each partner draws and presents or explains an idea of his or her partner.

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GRADE 1

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 take turns sharing information and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– take turns sharing information and ideas?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to take turns sharing information and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to take turns sharing information and ideas (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Тут і там. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Graphic organizers; e.g., T-charts (see sample blackline masters in Appendix D).

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 1

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 recognize that individuals adjust language use for different situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-plays

Students role-play situations that involve sharing courtesy, respect and encouragement. Role-playing may be done in response to texts that have been heard, read or viewed, like buying something in a pet store; e.g., Петро купує рибку. Scenarios may be real or imagined; e.g.,

- having a telephone conversation
- meeting an adult for the first time
- welcoming a new student into the class
- borrowing an object from a student or teacher.

Formal and Informal

Students use ти/ви when addressing students or staff.

Encouragement and Greetings

Post words of encouragement and greeting around the room; e.g.,

- Молодець!
- Дуже гарно.
- Добре!
- Супер!
- Добра ідея/думка!
- Я тобі допоможу.
- Ходи бавитися (читати) зі мною.

Discuss when these different expressions would be used.

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GRADE 1

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 recognize that individuals adjust language use for different situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize that individuals adjust language use for different situations?

☐ Learning Logs

Have students complete a self-reflection. Sentence starters could include:

– I encouraged (name) _____ by saying _____.
– I helped (name) _____ by saying _____.
– (name) _____ encouraged me by saying _____.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that individuals adjust language use for different situations (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Діялог 16: Петро купує рибку».

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 1

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 find ways to be helpful to others.

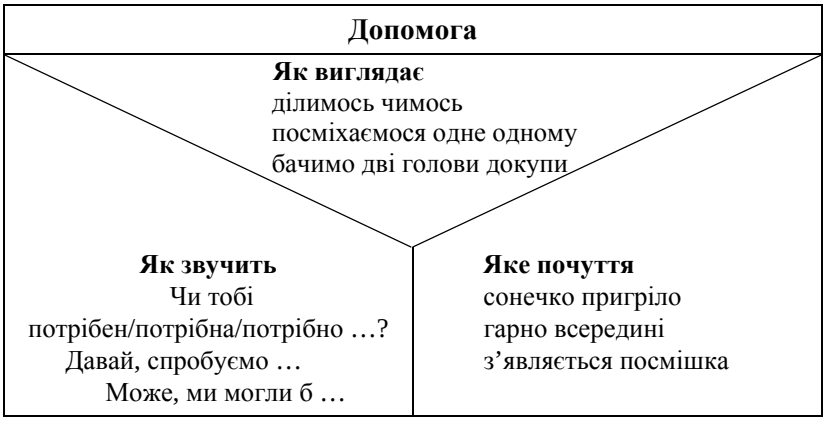
SAMPLE TEACHING AND LEARNING ACTIVITIES

Celebrating Helpfulness

Provide positive feedback to recognize and celebrate how class members helped each other during group activities. Set up a celebration wall where students post sketches, poems, "bouquets" or statements that highlight ways they were helped and how they helped someone else. Review and update the wall periodically to ensure that every student has had something in his or her honour posted on the celebration wall.

Brainstorming

Lead students in a brainstorm activity for words and phrases that describe positive and effective participation in group activities. Record these descriptions on T-charts or Y-charts and post them where they are easily referred to for instruction and assessment; e.g.,



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GRADE 1

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 find ways to be helpful to others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– find ways to be helpful to others?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to find ways to be helpful to others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Learning Logs and Conferences

Invite students to draw and label pictures of themselves helping others. Use these Learning Log entries when conferencing with students about the ways they help others in the classroom or school.

SAMPLE RESOURCES

- T-charts and Y-charts (see sample blackline masters in Appendix D).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 1

Specific Outcome

Sound–Symbol System

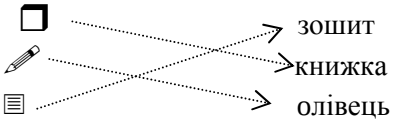
Students will be able to:

6.1.1 listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Matching Activity

Students connect pictures related to a unit of study with the appropriate Ukrainian word; e.g.,



Have students focus on saying the word aloud and connecting the sound of the word with the written word.

Name Poems

Students write their names vertically. For each letter, they write an item they like or a word that describes them; e.g.,
Т—тигр
А—ананас
М—мишка
А—автобус
Р—риба
А—абрикоса.

Have students focus on saying the words aloud and connecting the sound with the initial letter.

Extension: After brainstorming for words, each student is given a letter of the Ukrainian alphabet. He or she is asked to produce the letter, illustrate a picture and type the word using a computer paint program. The letters are compiled to form an alphabet book.

Alphabet Objects

Students collect coffee cans for each letter of the alphabet. Inside the coffee cans, they place miniature objects or pictures of things that have the initial sound; e.g., А–авто, автобус, ананас, ангел, азбука. Later, small word cards could be added for matching.

Tongue Twisters

Share tongue twisters or poems that focus on each letter of the alphabet based on the letter of the day.

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GRADE 1

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Тут і там. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Абетка*. Бокало Г. (ред.). Львів: Аверс, 1999.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Малятам про фахи*. Любарець О. (ред.). Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Лелеченя. Букварик для малят*. Будеріна Р. В. Київ: Лелека, 2001.
- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 1

Specific Outcome

Lexicon

Students will be able to:

6.1.2 use simple vocabulary and expressions in daily situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Questions

Students use modelled questions in class (e.g., "малювати?") to meet their needs; e.g., "Чи я можу …."

Morning Message

Students use everyday phrases or expressions heard in class; e.g., Доброго ранку, Чи я можу …, Дякую, Прошу, Час додому, До побачення, Будь ласка.

Picture Dictionaries

Students each maintain a personal illustrated dictionary, adding vocabulary from every theme studied.

Extension: Students each maintain a special folder with language ladders.

Echo-chanting

Students present their own echo-chanting routines, modelled after one studied in class.

Word Wall

Encourage students to use words and expressions in daily situations from the classroom word wall.

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GRADE 1

Specific Outcome

Lexicon

Students will be able to:

6.1.2 use simple vocabulary and expressions in daily situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple vocabulary and expressions in daily situations?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple vocabulary and expressions in daily situations (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Create a simple outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple vocabulary and expressions in daily situations (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian Bilingual Program K–12: Teacher Resource Guide*. Edmonton, AB: Edmonton Catholic Schools, 1998, "Phonology," pp. 26–28, "Syntax," pp. 39–46.
- *Елементи української мови. Посібник для вчителів. Elements of the Ukrainian Language. A Teacher Resource Manual*. Edmonton, AB: Alberta Education, 1991.
- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Kindergarten to Grade 3*. Regina, SK: Saskatchewan Education, 1989.

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Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

Nouns
– accusative singular inanimate; e.g., *зошит*, *книжку*, *авто*
– genitive singular following negation; e.g., *зошита*, *книжки*, *авта*
– locative singular; e.g., *у зошиті*, *книжці*, *авті*

Pronouns
– personal accusative; e.g., *мене*, *тебе*, *їх*
– demonstrative, possessive, interrogative
  • nominative singular and plural; e.g., *той/ті*, *моя/мої*, *яке/які*
  • accusative singular inanimate; e.g., *той*, *мою*, *яке*, *що*

Adjectives
– accusative singular inanimate; e.g., *новий зошит*, *цікаву книжку*, *гарне авто*

Verbs
– present; e.g., *роблю*, *сидиш*
– present of common reflexives; e.g., *одягаюся*, *миєшся*
– imperative; e.g., *читай*, *пишіть*, *робімо*

Expressions
– date; e.g., *сьогодні третє вересня*
– interrogative; e.g., *чому*, *коли*, *де*, *як*
– of appeal; e.g., *мені подобається*, *тобі смакує*

use, in **structured** situations, the following grammatical elements:

Nouns
– all genders
– nominative singular and plural
– vocative

Adjectives
– noun–adjective agreement
– nominative singular and plural; e.g., *новий/-і зошит/-и*, *цікава/-і книжка/-и*, *гарне/-і авто/-а*

Verbs
– present of common verbs

Adverbs
– of location; e.g., *тут*, *там*
– to express weather conditions; e.g., *холодно*, *тепло*, *соняшно*

Conjunctions
– coordinating; e.g., *і*, *та*

use, **independently** and **consistently**, the following grammatical elements:

Pronouns
– personal nominative

Verbs
– infinitive

Adverbs
– of quality; e.g., *добре*, *погано*

Numerals
– cardinals 1–20; e.g., *один*, *двадцять*

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GRADE 1

Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Simon Says Commands

Introduce and post common action verbs in the imperative form. Play Simon Says with the class, having them react appropriately to the various imperative commands given. Have student volunteers take turns as "Simon" and encourage them to use the various posted verbs in their commands.

Memory Book

Have students illustrate and label a memory book based on a recent class experience. Encourage students to use a variety of nouns of all genders in nominative singular and plural.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Ukrainian Language Games–Division 1* (instructional unit). Barnes, R., Zook, D. Saskatoon, SK: Saskatchewan Teachers Federation, 1981.
- *Ukrainian Language Posters*. Saskatoon, SK: Saskatchewan Teachers of Ukrainian.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 1

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate and experiment with basic mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Name Writing and Copying

Students write their names with the proper letter size. They copy the teacher's name, e.g., пан, пані, панна Шевченко, with the title in lowercase.

Extension: Students copy the date in Ukrainian with the proper letter size (no capitals) for month or day; e.g., 5 (п'яте) квітня 2007 року.

Simple Text

Together, compose a simple text in Ukrainian based on common experiences. Scribe students' ideas, using simple vocabulary and sentences. When the text is complete, students reread it. They copy one sentence from the language experience chart and each draw an illustration to portray the meaning of the sentence.

Sentence Frames

Given a sentence frame, students copy, write or complete their own sentences after brainstorming ideas; e.g.,

- У школі я...
- Восени…
- Я люблю їсти...

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GRADE 1

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate and experiment with basic mechanical features. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate and experiment with basic mechanical features?

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to imitate and experiment with basic mechanical features (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

☐ Self-assessment Rating Scale

Create a simple outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to imitate and experiment with basic mechanical features (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Українська абетка. Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка. Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.

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Specific Outcome

Discourse Features

Students will be able to:

6.1.5 imitate and experiment with basic discourse features in oral interactions in the immediate learning environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Routine Words and Phrases

Students listen and respond to routine words, phrases and greetings; e.g.,

- Добрий день! Добридень! Привіт! До побачення!
- Слава Ісусу Христу! Христос Раждається! Христос Воскрес!
- Перепрошую. Вибачте.
- Прошу. Дякую. Будь ласка.
- Як ти почуваєшся? Що нового? Як тебе звати? Як вас звати?
- Не турбуй мене. Це мене дратує. Це не моя/його/її вина. Ти не маєш рації.

Telephone Conversations

Divide students into partners and have them conduct simple telephone conversations based on various models.

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GRADE 1

Specific Outcome

Discourse Features

Students will be able to:

6.1.5 imitate and experiment with basic discourse features in oral interactions in the immediate learning environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate and experiment with basic discourse features in oral interactions in the immediate learning environment?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate and experiment with basic discourse features in oral interactions in the immediate learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to imitate and experiment with basic discourse features in oral interactions in the immediate learning environment (see sample blackline master in Appendix E: Observation Checklist).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 1

Specific Outcome

Listening

Students will be able to:

6.2.1 listen to and understand simple oral sentences in the learning environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Oral Instructions

Students are given instructions and demonstrate understanding by physical responses; e.g., put the pencil in your desk.

Same or Different?

Students demonstrate knowledge of same or different; e.g., the cat and dog have four legs. Using the illustrations from the *Nova* dialogues or echo-chanting, read the sentences out of sequence. Students point to the appropriate illustrations.

Illustrations for Understanding

After listening to a text, students represent ideas or words through illustrations or a variety of forms.

Extension: Use illustrations or rebus pictures to help students develop understanding of new vocabulary.

Clarifying Understanding

Provide students with a list of statements that they use to clarify their understanding of new or unfamiliar words; e.g.,

- Я не розумію слово _____.
- Будь ласка, поясніть слово ____.
- Що це ____.

Kinaesthetic Learning

Engage students in kinaesthetic or tactile actions or activities that reinforce and assist in internalization of vocabulary.

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GRADE 1

Specific Outcome

Listening

Students will be able to:

6.2.1 listen to and understand simple oral sentences in the learning environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen to and understand simple oral sentences in the learning environment?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen to and understand simple oral sentences in the learning environment (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to and understand simple oral sentences in the learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 6: Я варю борщ».
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Kindergarten to Grade 3*. Regina, SK: Saskatchewan Education, 1989.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 1

Specific Outcome

Speaking

Students will be able to:

6.2.2 produce, orally, simple sentences in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Object Descriptions

Based on a theme they use at school, e.g., school items (Уранці begins a focus on school objects), students tell simple sentences about an object.

20 Questions

Students ask questions of each other while playing 20 Questions.

The Five W's

Post a list of 5 питань and model for students how to ask questions and show the key word being used. Encourage students to play teacher and ask questions in daily routines; e.g., weather, calendar, attendance, show and tell.

Riddles

Students form riddles based on a theme; e.g.,

- size: Воно маленьке
- colour: Воно жовте
- shape: Воно довге
- use for description: Я люблю його їсти. Це фрукт. ...банан

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GRADE 1

Specific Outcome

Speaking

Students will be able to:

6.2.2 produce, orally, simple sentences in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– produce, orally, simple sentences in structured situations?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to produce, orally, simple sentences in structured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to produce, orally, simple sentences in structured situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Нова 1: Комплекс матеріялів до навчальних розділів 1–16*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 1: Уранці», с. 8.
- *Українські мовні ігри*. *Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 1

Specific Outcome

Reading

Students will be able to:

6.2.3 recognize and understand simple words in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word-object Matching

Based on the theme being developed, students are given two words and select one to match an object.

Extension: Students create their own simple readers. They match sentences to pictures.

Domino Word Game

Based on themes being developed, create a domino game; e.g., match pictures to words or jigsaw words and pictures.

Flash Cards

Create flash cards to post by various classroom furnishings. Give students each a word card; they match their cards to the objects as the teacher gives oral cues.

Nova Dialogues

Create strips of separate words using a *Nova* dialogue. Students work in pairs to recreate the sentences. After learning the *Nova* dialogue, students use the mini-readers for reading.

Poems and Songs

When studying a poem or song, show students the root words of nouns and verbs; e.g., A-a-a, котика нема. After learning the song or poem, ask students to locate words on the chart.

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GRADE 1

Specific Outcome

Reading

Students will be able to:

6.2.3 recognize and understand simple words in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize and understand simple words in structured situations?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize and understand simple words in structured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize and understand simple words in structured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Українська абетка*. *Листки для вправ #1*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Українська абетка*. *Листки для вправ #2*. Saskatoon, SK: Saskatchewan Education, Training and Employment/Saskatchewan Teachers of Ukrainian.
- *Нова 1: Співанки-руханки*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1991.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 1

Specific Outcome

Writing

Students will be able to:

6.2.4 copy simple words and sentences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sequence then Copy

Provide picture cards about a text, event or basic instruction. Students place the pictures in sequence to represent beginning, middle and end. They create their own version of the text by copying the picture card captions.

Shape Books

Students use themes to create shape books; e.g., "У школі":
У школі я читаю.
У школі я пишу.
У школі я бавлюся.
Ось/Це мій зошит.
Ось/Це мій олівець.
Ось/Це моя парта.
Ось/Це моя вчителька.

Students choose from a variety of sentences they have brainstormed. Initially, students simply copy a single word; then they copy complete sentences.

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GRADE 1

Specific Outcome

Writing

Students will be able to:

6.2.4 copy simple words and sentences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– copy simple words and sentences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to copy simple words and sentences (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

– writes from left to right
– forms Ukrainian letters correctly
– leaves spaces between words
– uses upper and lowercase letters.

☐ Portfolios

Students add to their portfolios samples of rough drafts (чернетки) and good copies (чистовики) of their writing.

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to copy simple words and sentences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- Ukrainian alphabet cards.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 1

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and representations in the learning environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Gallery Walk or Picture Wall

Prepare a gallery walk or develop a picture wall based on the theme being presented.

Videos

Students view videos (e.g., *У тітки Квітки*) based on the theme being studied.

Story Walk-through

Before reading a story to the class, walk through the illustrations to assist students in using illustrations to develop comprehension.

Field Trip Responses

Students participate in field trips where they view paintings, sculptures, plays, mimes and dance presentations. Following the field trips, students each provide a personal response by:

- painting a picture
- making a diorama
- presenting a puppet play.

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GRADE 1

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and representations in the learning environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– view and understand simple, familiar events and representations in the learning environment?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to view and understand simple, familiar events and representations in the learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to view and understand simple, familiar events and representations in the learning environment (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- У *мітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 1

Specific Outcome

Representing

Students will be able to:

6.2.6 create simple representations of familiar ideas, events and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling Clay

Have students use modelling clay to create representations; e.g.,

- create modelling clay sculptures *Я весела* or ones about a fairy tale
- use modelling clay to form their names or other words, such as names of family members.

Illustrated Representations

Have students create illustrated representations; e.g.,

- prepare a picture display entitled “Моя родина”
- create pictures after listening to a poem or song, using different media.

Photographic Representations

Have students create photographic representations; e.g.,

- prepare time lines about themselves, using photographs
- take pictures of special events in class and on field trips, using a personal disposable camera.

Dramatic Representations

Have students dramatize a *Nova* dialogue.

Mobiles and Collages

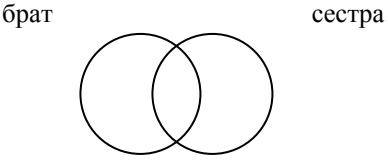
Students create mobiles about foods they enjoy, friends, family. They each prepare a collage of magazine pictures on a story, character or theme.

Surveys and Graphs

Students conduct surveys and graph their data.

Class Venn Diagrams

Students contribute to a class Venn diagram; e.g.,



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GRADE 1

Specific Outcome

Representing

Students will be able to:

6.2.6 create simple representations of familiar ideas, events and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– create simple representations of familiar ideas, events and information?

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create simple representations of familiar ideas, events and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Conferences

Discuss with the student the ideas represented and the form chosen. Encourage students on how they might further enhance their representations.

☐ Portfolios

Originals, photocopies, photographs or video recordings of students' work could be placed in portfolios, depicting the variety of representations.

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Modelling clay.
- Graphic organizers; e.g., Venn diagrams (see sample blackline masters in Appendix D).
- Magazines.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 1

Specific Outcome

Register

Students will be able to:

6.3.1 respond to tone of voice.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listen–Sketch–Draft

Students sketch their thoughts about whether this is a happy, sad or angry story as they listen to a story in Ukrainian. Then they share their sketches with partners and add ideas and details they have missed.

Emotions

In conjunction with the study of emotion, use one or two sentences and change inflection to reflect emotion. Students guess the emotion. This can be used as a charades game. Post various feelings with picture cues.

Illustrated Responses

Students respond appropriately to the teacher's tone of voice by drawing pictures of a situation and adding one or two simple sentences to describe the situation; e.g., Я сумна, Я впала (в болото).

Conversations

Students look through magazines, cut out pictures and make up sentences of conversation corresponding to each picture, focusing on using appropriate tone of voice.

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GRADE 1

Specific Outcome

Register

Students will be able to:

6.3.1 respond to tone of voice. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– respond to tone of voice?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to respond to tone of voice. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to respond to tone of voice (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Stories from the series *Нова 1: Моя книга до читання й розмальовування 1–13*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1991.
- Magazines.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 1

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Conversation Time

Students engage in conversations about familiar topics during a daily conversation time set aside by the teacher.

Puppet Shows

Students create puppet shows about familiar stories or dialogues studied in class.

Literal and Figurative Meanings

Students compare the literal meaning with the figurative meaning of Ukrainian idiomatic expressions; e.g., “Не пхай свого носа до чужого проса,” meaning, “don’t stick your nose in other people’s business.” Students draw a picture of the literal meaning and then give an example of when they could use that expression.

Extension: Students collect other idiomatic expressions used in their own families.

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GRADE 1

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate age-appropriate idiomatic expressions?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate age-appropriate idiomatic expressions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. Chicago, IL: NTC/Contemporary Publishing, 1997.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 1

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices; e.g., male and female, young and old.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Videos

Students view Ukrainian videos or films that portray characters of all ages.

Guest Speakers

Invite guests to read to the class. These guests represent different ages, sexes, dialects and knowledge of the Ukrainian language; e.g., parents, grandparents, visitors from Ukraine.

Read-aloud

When doing a read-aloud to students of stories (e.g., *Червона шапочка* or *Троє поросят*), model the use of character voices.

Older Student Presentations

Invite older students to read to the class or present Grade 1 *Nova* dialogues.

Alternative Activity: Students use a listening centre developed by older students.

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GRADE 1

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices; e.g., male and female, young and old. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experience a variety of voices?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experience a variety of voices. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experience a variety of voices (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Колобок*. Коваль О. Київ: Альтернативи, 1997.
- *Три свинки. Three Little Pigs.* Adapted by Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Червона шапочка*. Slavutych, E., Turko, X. Edmonton, AB: Alberta Education, 1975.
- Ukrainian-speaking guests; e.g., parents, grandparents, visitors from Ukraine.
- Older Ukrainian students.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 1

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 use basic social expressions appropriate to the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Think-aloud

Model thinking when using basic social expressions appropriate to the classroom. This will show students how to connect new experiences and ideas with prior knowledge; e.g., Добрий ранок, Дякую, Прошу, Чи я можу? До побачення, Будь ласка, Добрий день.

T-chart

Through the use of a T-chart, identify appropriate, basic social expressions for the classroom. The teacher and students indicate specific descriptions of actual behaviours. Additional examples will be provided.

Role-play

Students practise basic social expressions through role-playing.

Extension: Using puppets or skits, students can demonstrate their knowledge and understanding of social expressions in appropriate situations.

Practising Social Expression

Encourage students to practise using appropriate social expressions; e.g.,

- for birthdays, students make cards, write a greeting and sing *Многії літа*.
- before snack time or lunch time, students wish each other "смачного."

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GRADE 1

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 use basic social expressions appropriate to the classroom. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use basic social expressions appropriate to the classroom?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use basic social expressions appropriate to the classroom. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Співучі скарби*. *Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Puppets.
- Graphic organizers; e.g., T-charts (see sample blackline masters in Appendix D).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 1

Specific Outcome

Nonverbal Communication

Students will be able to:

6.3.5 understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Think-aloud

Model thinking when using common nonverbal behaviours used in Ukrainian culture. This will show students how to connect new experiences and ideas with prior knowledge.

Skits

Students create simple skits where they use both verbal and nonverbal behaviours; e.g., meeting someone for the first time and introducing themselves and others.

Greeting and Leaving

Model simple routine social interactions; e.g., greetings and leave-takings. Students practise these social interactions with their peers, using appropriate nonverbal behaviours; e.g., shaking hands.

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GRADE 1

Specific Outcome

Nonverbal Communication

Students will be able to:

6.3.5 understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture (see sample blackline master in Appendix E: Observation Checklist).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE 1

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Songs

Teach students to sing songs in Ukrainian, e.g., Barabolya (CD), to enhance letter identification. Consider recording these songs and replaying them for students.

Flash Cards

Have students make their own flash cards. On one side of the flash card is the printed Ukrainian letter. On the other side is the English-sound spelling. Have students quiz each other, using the flash cards.

Language Experience Charts

Provide time for students to think about, expand and clarify ideas. After exploratory talk, scribe students' contributions. Students reread the chart upon completion, repeating after the teacher.

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GRADE 1

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple cognitive strategies, with guidance, to enhance language learning?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist and Goal Setting

Create a simple outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple cognitive strategies, with guidance, to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE 1

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn with the guidance of the teacher.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Think-aloud

Choose a reading passage on a topic familiar to the student and at the student's instructional level. Follow the before–during–after process to focus on the use of simple metacognitive strategies that allow the student to construct meaning.

Listen–Think–Pair–Share

After listening to a story or viewing a video, students think about the experience or ideas, then share their understanding with a partner. They answer a checklist of metacognitive strategies provided by the teacher to see which strategy they used.

Making Connections

When teaching vocabulary, grammar or cultural information, have students make connections to previous knowledge on the topic. Record these connections in a class flowchart to show how the information is related to previous learning.

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GRADE 1

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn with the guidance of the teacher. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple metacognitive strategies, with guidance, to enhance language learning?

☐ Checklist

Use a metacognitive reading checklist to determine which metacognitive strategies the student is using. Use this information to guide the student with further metacognitive strategies.

Metacognitive Reading Checklist

Ім'я: _____ Дата: _____

Відміть стратегії, які ти вживаєш перед, протягом і після читання.

Перед тим, як я розпочинаю читати, я …
___ цікавлюся, хто є авторами й ілюстраторами книги.
___ передбачаю, про що буде книга.
___ думаю, навіщо письменник написав цю книгу.
___ визначаю власну ціль для читання.
___ ставлю запитання про дану книгу.

Під час читання я …
___ вирішую, чи те, що я читаю, є змістовним.
___ перечитую й читаю незрозумілий текст.
___ намагаюся зрозуміти вжитий словниковий запас слів.
___ уявляю, що я читаю.
___ намагаюся дізнатися про персонажів.
___ передбачаю наступні події.
___ намагаюся відповісти на запитання.

Після читання я …
___ знову думаю про прочитане.
___ намагаюся перевірити, чи мої передбачення були правильними.
___ відповідаю на власні запитання.
___ формую особисту думку про книгу.
___ запитую нові питання.
___ думаю про інші подібні книги.
___ роблю зв'язок з подіями в моєму житті.

SAMPLE RESOURCES

- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE 1

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in patterned reading experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Choral Reading

Select or compose a selection with appropriate rhymes and rhythm, language structures and vocabulary. Read the selection aloud to students as they follow along. They read the selection together. Discuss with students ways to use their voices effectively to make the selection more interesting. Model considerations such as volume, pace and pitch.

Sharing with Others

Have students share their written work with each other or with students in another Ukrainian class. Encourage students to respond appropriately to the presentations of their peers.

Group Work

Divide students into groups to work cooperatively on a project. Have students assign group roles and work together to complete the assignment.

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GRADE 1

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in patterned reading experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple social and affective strategies, with guidance, to enhance language learning?

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist). Provide the social and affective strategies that can be used from the program of studies.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Stories from the series *Нова 1: Моя книга до читання й розмальовування 1–13*. Білаш О., та інші. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE 1

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Show and Tell

Individual students talk about an event in their lives or bring an object to show. They are encouraged to use Ukrainian as much as possible. They may, however, use words from their first language to get their meaning across.

Communication without Talking

Set aside a five-minute period where the class uses any means to communicate except verbal communication.

Matching Actions with Words

Model a variety of gestures associated with words in Ukrainian to aid comprehension. Have students imitate these actions as they repeat the words and phrases. Act out sentences and words, using these gestures to help students develop an understanding of the syntax patterns in Ukrainian; e.g., charades.

Group Singing

Have students sing songs with actions to assist language learning; e.g.,

- body – "Голова, рамена..."
- alphabet/grammar – "Маю кицю..."

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GRADE 1

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple interactive strategies, with guidance?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple interactive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple interactive strategies, with guidance (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- Ukrainian action songs.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE 1

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies, with guidance; e.g., make connections between texts and prior knowledge and personal experience.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Connect to the Text

Prior to reading a story, students discuss the title and cover illustration. Students bring in artifacts and photographs to class that they think will connect to the text.

Expressing Understanding

Teach students simple strategies to indicate that they do not understand a given utterance; e.g., gestures, common verbal expressions in Ukrainian, facial expressions, intonation, pointing to or drawing a desired object, miming.

Prediction

Encourage students to make predictions about what they will hear or read based on textual cues such as titles and pictures; e.g.,

- students use a strategy: травень=трава=grass=May
- оркестра – students recognize the international word “orchestra.”

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GRADE 1

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies, with guidance; e.g., make connections between texts and prior knowledge and personal experience. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple interpretive strategies, with guidance?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple interpretive strategies, with guidance (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple interpretive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE 1

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

How To Illustrations

Using the *Nova 1* echo-acting routines as a model, students draw a series of illustrations to show how to complete simple and familiar procedures. The examples may include making a patterned necklace, using the telephone, signing out a library book or making cards for special occasions. Students add labels or captions to enhance the meaning.

A Positive Environment

Create a "language rich" environment in the classroom by posting important words, expressions and so on in a highly visible manner. Encourage students to refer to these words during their daily work.

Extension: Create and maintain a word wall that lists important vocabulary, cognates and so on.

Extension: Have students design cards or small posters reflecting the vocabulary or expressions of the theme being covered. Post these cards and posters around the classroom; e.g., language ladders, Азбука.

Personal Dictionary

Have students create and maintain a personal dictionary of the words they are learning or want to learn in Ukrainian.

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GRADE 1

Specific Outcome

Productive

Students will be able to:

6.5.3 simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple productive strategies, with guidance?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple productive strategies, with guidance (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple productive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple productive strategies, with guidance (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- *Мій найкращий словник. Best Word Book Ever*. Scarry, R., Dubas, O. (Ukrainian ed.). Ottawa, ON: Ukrainian Publications, 1992.
- *Дитячий словник. Ukrainian Heritage Dictionary*. Toronto, ON: Editions Renyi Inc., 1989.
- Word wall, posters, etc.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 1

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., use models.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

Have students brainstorm what they know about a topic. Record the information in the K column of the KWL chart. Then students generate what they want to know in the form of questions. Record these in the W column of the KWL chart. After students have gathered information, they categorize, map and summarize what they learned in the L column.

Memory Aids

Have students memorize songs, chants, poems, nursery rhymes or small skits to help them remember critical vocabulary; e.g., Barabolya CD, *Nova 1* dialogue *Тамо спить*.

Encouraging Language Use

Before students leave the classroom, ensure that they say something in Ukrainian to you; e.g., допобачення, па па, до завтра. This is their ticket out of the classroom.

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GRADE 1

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., use models. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple cognitive strategies to enhance general learning?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ», 2000.
- KWL charts (see sample blackline master in Appendix D).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 1

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Setting Goals

Guide students in setting goals that are attainable and appropriate. Use direct instruction to help students develop skills at setting goals.

Buddy Reading

Students participate in a buddy reading program with older students in the school. They practise reading a story for their older buddy.

Letters Home

Have students write a simple letter to their parents (based on a model or form) summarizing their learning for the month, term or year. Encourage parents to respond to their children's letters.

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GRADE 1

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple metacognitive strategies to enhance general learning?

☐ Conferences

Conference with students to observe if they use simple metacognitive strategies to enhance general learning. Use students' goals as the basis for the conferences.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple metacognitive strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Sample letters.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 1

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., seek help from others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Encouraging Others T-chart

Develop a class T-chart to help students understand the concept of encouraging others. Students brainstorm for words that fit under each descriptor. Model and use role-play for guided practice. Have students practise using phrases that encourage others; e.g.,

– Час до роботи.
– Твоя черга.

Students can use these phrases to make inspiration posters for the classroom. Consider having students use computers to make these posters.

Role-play

In a variety of role-play situations, have students practise strategies to enhance their learning; e.g., how to ask for help, how to ask for directions, how to ask for needed items, how to state that one does not understand/agree/like something.

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GRADE 1

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., seek help from others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple social and affective strategies to enhance general learning?

☐ Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- Computers (optional).
- Graphic organizers; e.g., T-charts (see sample blackline masters in Appendix D).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE 1

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 tell and draw about self and family, and appreciate own uniqueness.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Life-size Tracings

Help students make life-size tracings of each other. Each student then paints his or her own features and favourite clothing. Post the life-size tracings. Encourage students to write their favourite words, poems or stories on their own representation. The class can celebrate these tracings with a gallery walk.

Family Tree

Each student creates a family tree. Family members' names are printed on the leaves of the tree. After completing his or her tree, the student presents it to the class.

"Me" Box

Students decorate a large shoe box and label it the "Me Box." Have students take turns taking the box home to place in it things that are special about themselves. They prepare a sentence or two about each item and share the contents of the box with their classmates.

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GRADE 1

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 tell and draw about self and family, and appreciate own uniqueness. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– tell and draw about self and family, and appreciate own uniqueness?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to tell and draw about self and family, and appreciate own uniqueness. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with students about their life-size tracings. Encourage them to share personal ideas and experiences and discuss their tracings. Provide positive feedback.

SAMPLE RESOURCES

- *Коли я сам*. *When I'm Alone*. Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама*. *When I'm Alone*. Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Large shoe box.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE 1

Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 understand and accept own importance as a person.

SAMPLE TEACHING AND LEARNING ACTIVITIES

I'm Helpful

Students draw pictures of themselves helping at home or at school; e.g.,

– Я помагаю мамі.
– Я помагаю татові.
– Я помагаю в школі.

They prepare a sentence or two about the pictures and share this with classmates.

Self-portraits

After a group discussion, a student draws three things that he or she can do or would like to do when he or she is older.

Why I am Important

Students draw and use words to create a class mural that shows why each student is important. Emphasize their roles in their family, the school and the community.

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GRADE 1

Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 understand and accept own importance as a person. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– understand and accept own importance as a person?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to understand and accept own importance as a person (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand and accept own importance as a person. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розмальовування 12*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «Помічники», с. 3–14.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE 1

Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 participate in Ukrainian language and cultural activities and traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Music

Students learn about Ukrainian instruments, both historic and modern, through a presentation. If possible, have a guest demonstrate how the instrument is played for the class.

Extension: Students learn and sing a traditional Ukrainian Christmas carol.

Cooking

Students prepare a dish for a traditional Christmas Eve supper.

Easter Celebrations

Have students participate in various Easter activities; e.g.,

- prepare a mural of an Easter basket by colouring and labelling traditional Easter foods
- learn the words and actions to an Easter dance (гагілка) and perform it during an Easter celebration at the school.

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SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in Ukrainian language and cultural activities and traditions?

☐ Conferences

Discuss with students their participation in the varied Ukrainian language cultural activities and traditions. Note students' attitudes toward the activities and traditions and give feedback.

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in Ukrainian language and cultural activities and traditions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Пісня душі*. *Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- Guest musician.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE 1

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 participate in classroom, school and community cultural activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Museum

Students visit a Ukrainian museum; e.g., Ukrainian Canadian Archives and Museum of Alberta.

Extension: Students attend a Feast of Jordan celebration at the Ukrainian Cultural Heritage Village.

Ukrainian Dance Concert

Students attend a Ukrainian dance concert by a dance ensemble.

Alternative Activity: Students participate in Ukrainian community events with their families. They share their experiences with their classmates.

Classroom Talent Show

Students present a classroom talent show featuring what they have learned in other Ukrainian organizations or ensembles; e.g., music, drama.

Extension: Students perform for a senior's home.

Show and Tell

Students bring in a variety of artifacts that they have at home or from their grandparents. They share the artifacts with the class and present any symbolism associated with the items.

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GRADE 1

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 participate in classroom, school and community cultural activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in classroom, school and community cultural activities?

☐ Learning Logs

Have students write comments or draw pictures in their Learning Logs about how they participated in cultural activities. Encourage students to record their reflections. Give them the option of sharing their reflections in a group response time.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in classroom, school and community cultural activities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Resources in the local Ukrainian community.
- Ukrainian museums; e.g., Ukrainian Canadian Archives and Museum of Alberta, Ukrainian Cultural Heritage Village.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE 1

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pysanka

Students watch the video *Pysanka* and then draw a *pysanka* on paper, using their favourite designs.

Extension: Students create a *pysanka* by using simple traditional patterns and motifs.

St. Nicholas

Students sing and recite a poem for St. Nicholas during a concert in his honour.

Wood Carvings

Students view wood carvings; e.g., jewelry boxes, picture frames. Afterward, students recreate their own design on plastic foam and make a print.

Easter Celebration

In preparation for an Easter celebration in the school, students make a колач. They learn vocabulary associated with the making and baking of the Easter bread; e.g., тісто, пташки, квіти, хрест.

Extension: Students learn and perform an Easter dance "гагілка."

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GRADE 1

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Пісні для дітей*. Slavutych, Y., Wawryniuk, E. (comps.). Winnipeg, MB: Ukrainian Educational Council, 1974.
- *Пісня душі*. *Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Pysanky on Paper*. *An Activity Book for Children*. Brander, J. Richmond, VA: Bluenose Press, 1997.
- *A Kid's Guide to Decorating Ukrainian Easter Eggs*. Perchyshyn, N. Minneapolis, MN: Ukrainian Gift Shop, Inc., 2000.
- *Ukainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Pysanka, the Ukrainian Easter Egg* (videocassette). Nowytski, S. (prod.). Minneapolis, MN: Filmart Productions.
- Sample Ukrainian wood carvings.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE 1

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

In the Community

Encourage students to bring in posters with Ukrainian text of community events. Encourage them to attend Ukrainian concerts in the community.

Ukrainian Art

Students look at pictures by contemporary Ukrainian artists. During art periods, students listen to music by a variety of contemporary Ukrainian artists.

Objects from Ukraine

Have students look at a Ukrainian children's magazine and view and compare calendars from Ukraine and Canada.

Audio Library

Establish an audio library with a variety of music and stories that students can borrow and listen to at home. Students share their favourite selections or post the titles on a poster.

Similarities Between Past and Present

Have students draw pictures in their journals about the similarities between the historical and contemporary elements of the Ukrainian language, culture and traditions. Encourage students to write their reflections and share these in a group response time.

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GRADE 1

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Снігуронька. Російська народна казка* (книжка-іграшка з висічкою). Київ: Школа, 1999.
- Ukrainian children's magazines, e.g., *Зернятко*, *Веселка* and *Промінь*.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE 1

Specific Outcome

Diversity

Students will be able to:

7.2.3 experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Embroidered Blouses

Students view two different embroidered blouses and discuss the difference in design, pattern and colour.

Extension: Students view pictures or actual costumes native to various regions of Ukraine.

Pysanky

Students view actual *pysanky* or pictures of *pysanky* and understand that different regions have unique designs and elements.

Guest Speakers

Invite guest speakers from different communities to the class so that students have the opportunity to hear different voices and dialects.

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GRADE 1

Specific Outcome

Diversity

Students will be able to:

7.2.3 experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- Ukrainian children's magazines; e.g., *Малятко*, *Веселка* and *Промінь*.
- *Український народний одяг. Ukrainian Folk Costume.* Odarchenko, P., Carynnyk, H., Tytla, H., Stachiv, M., Lewycka-Barabach M. J. (illustrators). Toronto, ON: University of Toronto Press, 1992.
- *Meet the Pysanka*. *Color Them Pretty*. Kastl, H. L. St. Louis, MO: E & R Printing Co., 1987.
- Guest speakers.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE 1

Specific Outcome

Change

Students will be able to:

7.2.4 illustrate that change occurs in one's immediate environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Changing Traditions

Students learn that some Christmas traditions have changed; e.g., tossing the first spoonful of кутя onto the ceiling, Christmas carolling.

Extension: Students interview grandparents on how they celebrated special occasions.

Our Community Then and Now

Students visit a local Ukrainian or other museum and compare buildings then and now; e.g., school houses.

Alternative Activity: Students explore pioneer furniture by studying pictures in the book *Ukrainian Pioneer Furniture* and comparing the pioneer furniture to contemporary furniture.

Personal Time Lines

Students prepare personal time lines, using photographs from home. These can be shared and discussed.

Class Time Lines

Have students work together to create a time line that illustrates how the class has changed throughout the year.

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GRADE 1

Specific Outcome

Change

Students will be able to:

7.2.4 illustrate that change occurs in one's immediate environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– illustrate that change occurs in one's immediate environment?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to illustrate that change occurs in one's immediate environment (see sample blackline master in Appendix E: Observation Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to illustrate that change occurs in one's immediate environment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Ukrainian Pioneer Furniture*. Kluchko, H. Toronto, ON: Ukrainian Museum of Canada, Ontario Branch, 1992.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE 1

Specific Outcome

Positive Group Membership

Students will be able to:

7.3.1 develop a special awareness and concern for classmates.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Celebration Wall

Set up a celebration wall where students post sketches, poem bouquets or statements that highlight ways they were helped and how they helped someone else. Review and update the wall display periodically. Ensure that every student has had something in his or her honour on the celebration wall.

Warm Fuzzies

Write a simple "warm fuzzy" note for a different student once a week. Encourage other students to write "warm fuzzy" notes to others in the class and post them on the notice bulletin board.

Being a Good Friend

Students create a chart that shows what a good friend looks like, acts like and sounds like; e.g., shows concern for others, is helpful.

Student of the Week

Set up a Student of the Week program. The student chosen as the Student of the Week is interviewed by classmates regarding his or her interests, hobbies and favourite activities.

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GRADE 1

Specific Outcome

Positive Group Membership

Students will be able to:

7.3.1 develop a special awareness and concern for classmates. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– develop a special awareness and concern for classmates?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to develop a special awareness and concern for classmates. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to develop a special awareness and concern for classmates (see sample blackline master in Appendix E: Observation Checklist).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE 1

Specific Outcome

Appreciating Diversity

Students will be able to:

7.3.2 explore diversity in the school and within own family.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Roles

Students contribute ideas on family routines and rules and discuss how each member has a role and different responsibilities within the family.

Birthday Traditions

Students discuss their family's birthday traditions and note the different ways that students in the class celebrate.

Likes and Dislikes Survey

The class invites other classes in the school to express their likes and dislikes through picture surveys. Students build a graph, then make comparisons to their own class chart.

Ukrainian Day

Have students organize, participate in and attend school-wide cultural celebrations; e.g., Ukrainian Day, Celebrate Your Culture Day. Have students share what they have learned about Ukrainian culture with the rest of the school in various cultural displays and demonstrations.

Electronic Presentations

Divide students into groups and have them collect information on Ukrainian culture and create an electronic presentation; e.g., a slide show or Web site. Their presentations should cover different aspects of Ukrainian culture.

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GRADE 1

Specific Outcome

Appreciating Diversity

Students will be able to:

7.3.2 explore diversity in the school and within own family. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore diversity in the school and within own family?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore diversity in the school and within own family. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore diversity in the school and within own family (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- School cultural celebrations.
- Presentation or Web site software.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE 1

Specific Outcome

Appreciating Similarity

Students will be able to:

7.3.3 explore similarities between self and peers and within own family.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Common Interests

Working with students, develop a survey on common interests. Students complete the survey, then tabulate the results with the teacher. The class creates a master chart of common interests.

My Family ...

Have students create a booklet or poster that shows the different things their families like to do and descriptions of what their families are like.

My Class ...

Have students create a booklet or poster that shows the different things that all students in the class like to do and descriptions of what their class is like.

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GRADE 1

Specific Outcome

Appreciating Similarity

Students will be able to:

7.3.3 explore similarities between self and peers and within own family. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore similarities between self and peers and within own family?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore similarities between self and peers and within own family. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore similarities between self and peers and within own family (see sample blackline master in Appendix E: Observation Checklist).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE 1

Specific Outcome

Contributing to Community

Students will be able to:

7.3.4 participate in, cooperate in and contribute to classroom and school activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Helper

Throughout the year, each student will have the opportunity to be a helper for:

- returning library books
- delivering the attendance sheet to the office
- passing out and collecting materials
- being a leader to the music room or gymnasium
- placing the recycle bin in the hallway.

School Clean-up

Students participate in a school and playground clean-up.

School Concert

Students participate in a school concert or evening class showcase.

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GRADE 1

Specific Outcome

Contributing to Community

Students will be able to:

7.3.4 participate in, cooperate in and contribute to classroom and school activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in, cooperate in and contribute to classroom and school activities?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in, cooperate in and contribute to classroom and school activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate in, cooperate in and contribute to classroom and school activities (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Teacher-prepared chart for student helpers.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE 1

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom and school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Keeping the Classroom Clean

Students draw posters, demonstrating what a responsible student says and does. Encourage students to be responsible by keeping the classroom clean; e.g.,

- independently pick up paper and crayons found on the floor
- keep items in the class organized
- maintain organized desks.

Helping and Encouraging Others

Encourage students to demonstrate responsibility and caring; e.g.,

- help a classmate experiencing difficulty in completing an assignment
- volunteer names of peers who demonstrated acts of kindness.

Borrowing Library Books

Students participate in borrowing books from the library. They learn what their responsibility is in caring for and returning the books.

Your Job–My Job

Working with students, create a chart indicating responsibilities for Your Job–My Job.

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GRADE 1

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom and school. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate personal and social responsibility in the classroom and school?

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to demonstrate personal and social responsibility in the classroom and school (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate personal and social responsibility in the classroom and school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Teacher-prepared chart of responsibilities for Your Job–My Job.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE 1

Specific Outcome

Interdependence

Students will be able to:

7.4.2 recognize own and others' contributions to a group.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Two Stars and a Wish

Have students reflect on group activities and make two positive comments on their own and others' contributions to a group. They then state one wish or suggestion for improving group process.

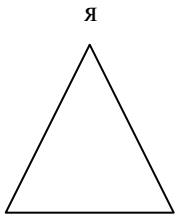
Encouraging Recognition

Encourage students to recognize the contributions of other students; e.g.,

- thank a classmate for finding his or her missing pencil
- identify a positive behaviour of a classmate
- applaud a classmate's presentation.

Character Education

Students explore characteristics such as responsibility, friendship and punctuality. They refer to the accompanying triangle that is posted in the classroom.



Extension: Students complete a triangle with a positive statement about a classmate's behaviour.

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GRADE 1

Specific Outcome

Interdependence

Students will be able to:

7.4.2 recognize own and others' contributions to a group. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize own and others' contributions to a group?

☐ Learning Logs

Have students complete a peer-assessment and self-reflection following group work. Consider supplying some of the following prompts for students:

– Сьогодні _____ допоміг/допомогла мені.
– Мені подобалося, коли _____.
– Сьогодні я допоміг/допомогла _____.

☐ Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize own and others' contributions to a group (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- Pre-made character education triangles.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE 1

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 work and play with others who are different, and recognize that rules can be different for different people.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Health Differences

Discuss how some children have allergies and how important it is to respect this and show concern for those children's safety. Discuss other health-related differences and what students can do to accommodate students with these issues.

Changing Partners

Provide opportunities for students to choose partners and intentionally pair students together who do not usually play or work together.

Individual Needs

Discuss how each student is different and has different needs; e.g., must sit close to the board, must wear extra clothing when it is cold, cannot use a chalkboard due to allergies.

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GRADE 1

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 work and play with others who are different, and recognize that rules can be different for different people. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– work and play with others who are different, and recognize that rules can be different for different people?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to work and play with others who are different, and recognize that rules can be different for different people. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to work and play with others who are different, and recognize that rules can be different for different people (see sample blackline master in Appendix E: Observation Checklist).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE 1

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 share or demonstrate personal strengths and areas for further development.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Goal Setting

Student will be aware of how to develop strengths and improve their weaknesses by using a goal-setting sheet to set goals. These goals can be initially generated by the class and guided by the teacher. Every week, students have an opportunity to set goals and explain how they plan to achieve them.

Learning Logs

Students maintain a Learning Log to help them reflect on their learning and areas of strength and weakness and to set goals for future learning.

Group Sharing

Divide students into groups and have them discuss the following:

- Я здібний/здібна…
- Мені потрібна допомога з …
- Було б добре, якби я могла/міг …

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GRADE 1

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 share or demonstrate personal strengths and areas for further development. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share or demonstrate personal strengths and areas for further development?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share or demonstrate personal strengths and areas for further development. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with students to encourage them to share their personal strengths and focus on areas for further development. Provide feedback and encouragement.

SAMPLE RESOURCES

- Learning Logs.
- Goal-setting sheets.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 2

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 make and talk about personal observations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Circle

Students participate in a sharing circle by sitting in a circle and taking turns speaking on a familiar topic. They hold a special Ukrainian artifact to signify their turn to speak. All students are given the opportunity to share, but may also pass if they do not feel comfortable sharing.

KWL Chart

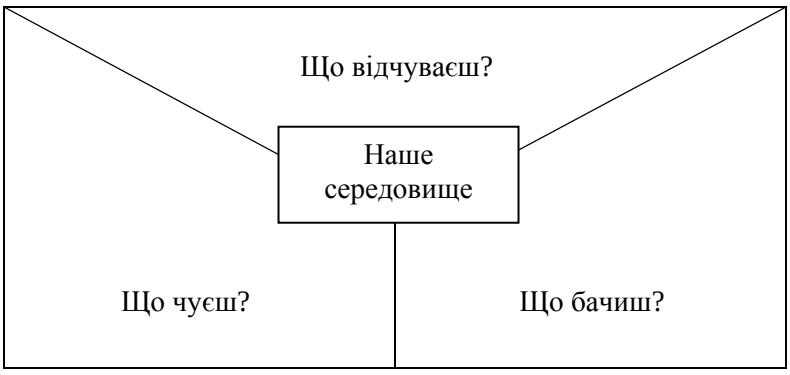
Before reading a new story or book, invite students to talk about what they know from their personal observations (K), set goals for what they want to know (W) and form questions to guide further exploration while they read (KWL chart).

Partner Predictions

Students participate in a partner predictions activity similar to think–pair–share. Give students a topic, question or problem and ask them to either write or illustrate the response. Students pair up and share their ideas. They must later present their partner's prediction to the class.

Y-chart

Students discuss a topic and, with the teacher's assistance, record their observations in a Y-chart that relates to how an object looks, feels and sounds; e.g.,



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GRADE 2

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 make and talk about personal observations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– make and talk about personal observations?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make and talk about personal observations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make and talk about personal observations (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Ukrainian artifact(s) for sharing circle.
- Graphic organizers; e.g., KWL chart, Y-chart (see sample blackline masters in Appendix D).

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 2

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 ask for others' ideas and observations to develop own personal understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Preferences Survey

Model questioning by surveying students for food preferences; e.g., "Чи ти любиш їсти _____ чи _____ на сніданок." Invite students to help sort the data and make a graph.

Extension: Students conduct interviews with classmates for a variety of preferences; e.g.,
- colours
- pets
- sports.

Interviews

Students prepare a list of interview questions. Each student interviews one classmate or family member, gathers his or her answers and shares the answers with the class.

Discussion Web

Students record words or ideas on a particular topic as they are discussed. The ideas will be recorded on a discussion web.

Extension: Students e-mail another Ukrainian class, posing simple questions and sharing responses about a particular topic.

Shared Illustrations

Students illustrate how they feel about a topic or text and share this in small groups. After sharing, students can add more detail to their illustrations.

Survey Scavenger Hunt

Review the language and pronunciation of a series of survey questions, then invite students to conduct a student scavenger hunt. Surveyors complete a form with statements in Ukrainian; e.g.,

Знайди когось, хто	**Підпис**
1. не любить котів	
2. любить грати в гокей	
3. любить дощ	

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GRADE **2**

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 ask for others' ideas and observations to develop own personal understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask for others' ideas and observations to develop own personal understanding?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask for others' ideas and observations to develop own personal understanding (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask for others' ideas and observations to develop own personal understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Ілюстрації з комплекту *Нова 1*: *Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.
- Graphic organizers; e.g., webs (see sample blackline masters in Appendix D).
- Survey questions.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 2

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to organize and give meaning to familiar experiences, ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Focus on Various Forms

Students will incorporate a variety of forms as part of their reading, writing, viewing and listening activities; e.g.,

- recipes
- interviews and questionnaires
- letters
- applications or order forms
- storyboards or stick puppets to help retell familiar stories and rhymes
- disposable cameras to capture experiences or events in school
- collages of pictures or magazine cut-outs showing what they did during the summer
- posters to record their experiences during a field trip
- thank-you notes to a class visitor or volunteer, copied from a sample.

Spring Poetry

During a spring unit, students brainstorm and organize vocabulary into a simple poem. Model this with the whole class, then students copy and illustrate the poem. Before students are engaged in the written portion, the class brainstorms words for each category so they have words from which to choose.

Environmental Orchestra

When doing a topic, e.g., at a farm (На фармі), at the zoo (У зоопарку), in the city, in the forest, students discuss sounds heard, then create or mimic sounds or make personal instruments. Use a Venn diagram to record student contributions to compare and contrast any two of the environments.

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GRADE 2

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to organize and give meaning to familiar experiences, ideas and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of forms to organize and give meaning to familiar experiences, ideas and information?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of forms to organize and give meaning to familiar experiences, ideas and information (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

– Чи учень висловлює думки?
– Чи учень уживає різні форми, щоб висловити свої думки?
– Чи учень позитивно висловлює думку в дискусіях?

☐ Portfolios

Discuss with students their strategies for organizing and the variety of forms used, choices made, captions used in pictures and forms used to relate information in an inquiry.

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of forms to organize and give meaning to familiar experiences, ideas and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2*: *Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- Disposable cameras.
- Magazines, flyers, catalogues.
- Venn diagrams (see sample blackline master in Appendix D).

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 2

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 collect and share favourite oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Promoting Favourite Books

After reading and listening to a variety of stories, students create book jackets of their favourite books.

Extension: In small groups, students make up a commercial to promote a favourite book and present it to the class.

Extension: In small groups, students act out a favourite part of a media text, using readers' theatre, role-play or puppet play.

Extension: Photocopy the front cover of students' favourite books. They each write a sentence about what they most enjoyed about the book or why the illustration was chosen for the front cover.

Favourite Character

Students choose a favourite text character, e.g., *Попелюшка*, and find him or her in other media; e.g., print, video.

Text Models

After choosing a favourite text, students express their favourite part by creating a scene, using modelling clay as the medium. Students can guess the text, matching titles or hard copy with the illustration or model, after they have viewed the display.

Favourite Songs and Poems

As part of the morning routine, students take turns choosing and presenting their favourite song or poem for the class to listen to; e.g., "Павза з поемою."

Class Ratings

Post and maintain a class list of the various texts experienced by the class. Students can rate the texts, using a star system.

Logs

Students maintain a log or graph each month for their reading and viewing experiences. This record may include the date, the form (e.g., book, magazine, video, computer story, audio recording or oral story), the title and the author, as well as their opinions.

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GRADE 2

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 collect and share favourite oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– collect and share favourite oral, print, visual and multimedia texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to collect and share favourite oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

Ім'я учня/учениці:		
Назва книжки	Жанр	Дата

☐ Conferences

Conference with individual students to discuss their preferences for a particular book. Discuss their choices of reading forms and genres, amount of reading done and goal setting on a monthly basis.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to collect and share favourite oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 2: Розповіді для розвитку мови й понять. Книги 1*–7. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Classroom collection of Ukrainian folk tales.
- Puppets.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 2

Specific Outcome

Set Goals

Students will be able to:

1.1.5 choose to read and write.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note Writing for Fun

At a note-writing centre, students choose from a variety of stationary, vocabulary and expressions to create notes for family and classmates.

Extension: Students read to the class cards sent or made by others (Я тебе люблю/дякую).

Why I Like to Read

Have students think and talk about how they became readers and share this with a partner. They discuss what they like about reading and the things they like to read the most.

Writing Process

Students each keep a writing folder and use the writing process (plan, draft, revise, edit, publish), placing the date on all their work.

Personal Goals

Students set goals for themselves as readers or writers, using reading or writing strategies; e.g.,

- Минулого тижня я …
- Цього тижня я …

Pen Pals

Invite students to participate in a pen pal project with a Grade 2 class in another Ukrainian bilingual school. The first letter is planned and written together in class.

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GRADE 2

Specific Outcome

Set Goals

Students will be able to:

1.1.5 choose to read and write. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- choose to read and write?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to choose to read and write (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to choose to read and write. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to choose to read and write (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Діялог 1: Дід і баба приїхали».
- *Нова 2: На допомогу вчителеві*. *Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Writing folder.
- A variety of stationary, vocabulary and expressions for the writing centre.
- Students in another Grade 2 Ukrainian bilingual class.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 2

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new information, ideas and experiences with prior knowledge and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

Students brainstorm ideas that demonstrate what they know and what they want to learn, using graphic organizers; e.g., Я знаю _____., Я хочу знати, як _____.



Alternative Activity: Choose a theme; e.g., animals, clothes. As students brainstorm words that suit the theme, record the words on the board. Encourage students to use their own knowledge and experiences to think of words to add.

KWL Charts

When studying a new concept, e.g., the school, students complete a KWL chart. Encourage students to make connections between the information they learned and their initial questions on the topic.

Box of Clues

Collect three or four artifacts that can be linked to the story that will be read, viewed or listened to. Remove each artifact in turn from the box and ask students to identify it and briefly discuss possible connections to the story.

Questions

Elicit from students connections to a text by asking questions; e.g.,

- Як ти думаєш, про що буде цей твір?
- Чому ти так думаєш?
- Що ти вже знаєш про цю тему?
- Яку подію з твого життя нагадує цей твір?
- Чи цей твір нагадує тобі щось з іншого оповідання, фільму чи відео?

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GRADE 2

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new information, ideas and experiences with prior knowledge and experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– connect new information, ideas and experiences with prior knowledge and experiences?

☐ Conferences

Through discussion, determine students' skills at accessing prior knowledge and making the links to previous experiences and new information.

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to connect new information, ideas and experiences with prior knowledge and experiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect new information, ideas and experiences with prior knowledge and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect new information, ideas and experiences with prior knowledge and experiences (see sample blackline masters in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі*. *Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Українські мовні ігри*. *Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993, «Буду я таким, як тато», с. 9.
- Graphic organizers (see sample blackline masters in Appendix D).
- Ukrainian artifacts.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 2

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 describe new experiences and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Story or Concept Panels

Students create story or concept panels, displaying illustrations and captions that explain new concepts and experiences.

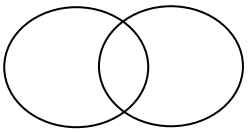
Student Sketches

Students sketch their thoughts while listening to a text, then share their sketches with a partner and add ideas and details based on their discussion.

Venn Diagrams

The class develops a Venn diagram to show relationships between new concepts and other related concepts; e.g.,

– Погода (weather conditions in) Осінь (fall) + Зима (winter)



I Just Learned To ...

Students share a new experience, e.g., swimming or learning to ride a bike, by telling their story to the class.

Field Trip Response

Students describe a field trip or other new experience, using visual representations, photographs, murals or collages to represent what they have learned.

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GRADE 2

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 describe new experiences and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– describe new experiences and ideas?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to describe new experiences and ideas (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to describe new experiences and ideas (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to describe new experiences and ideas. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995:
  – Щоденні мовні вправи—Загадки
  – Таблиці мовного досвіду
  – Навчальні куточки.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Venn diagrams (see sample blackline masters in Appendix D).

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 2

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information to make sense.

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Fox and the Crane

After viewing a video on a Ukrainian folk tale, e.g., *Лисичка й журавель*, students provide facts about a fox and place the facts in categories; e.g., what a fox looks like, what a fox eats, what a fox does.

Picture Arrangement

In small groups, students use a series of pictures, pictographs or rebus pictures to arrange stories in sequential order and compose informational text about them. They present this to the class.

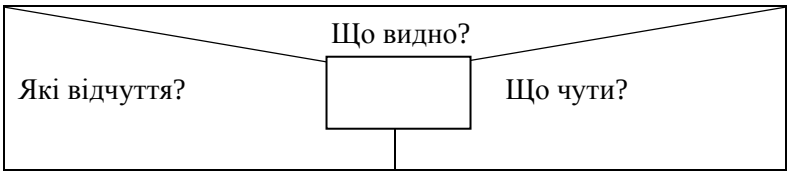
Beginning, Middle, End

A group of three students works together and each writes a part of the story, either the beginning, middle or end. One student illustrates the story, another writes the caption and the third assembles the story. Then together the group shares their story in class.

Seasonal Organization

When discussing or brainstorming the concept of seasons, students categorize, web or use an organizational chart for climate activities; e.g.,

Як виглядає?	Як звучить?	
Яке воно на дотик?	Здається	Почуття, емоції



Пора року

Погода	
Що ми робимо?	Що ми святкуємо?

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GRADE 2

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information to make sense. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– arrange ideas and information to make sense?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to arrange ideas and information to make sense (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Meet with students to review their work samples and, in particular, the organizers they used to arrange the information gathered. Discuss:

– How did you organize your ideas?
– Why did you choose a _____ to represent your ideas?
– Do you think this was a good choice? Why?
– What do you want others to know about this topic?
– Could you have arranged your ideas in another way to make sense?

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Зошит з розвитку мовлення 2 (1) клас*. Лабащук О. В., Скіпакевич О. В. Тернопіль: Мандрівець, 2000.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Українські мовні ігри*. *Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Лисичка та журавель*. Київ: Альтернативи, 1997.
- Computer paint program.
- Graphic organizers; e.g., webs, charts (see sample blackline masters in Appendix D).

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 2

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask basic questions to make sense of experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

20 questions

Students touch, smell, listen to or ask questions about an object hidden in a bag to determine what it is. During a game of 20 питань, they say "У мене питання," and ask basic questions; e.g.,

- What is it? (Що це?)
- What colour is it? (Якого кольору?)
- How many? (Скільки?)
- Is it big? (Чи це велике?)

Interviews

Depending on the topic, students can interview a staff member, family member or community worker. Students must first generate a series of questions.

I Wonder Chart

Students develop the habit of asking questions by actively engaging in questioning activities. During a unit of study, post large chart paper or poster board and record questions students would like to explore. Model questioning during listening, reading or viewing activities. Periodically review and discuss the questions. Keep copies of the questions to determine the types of questions that students asked, as well as their developing questioning skills.

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GRADE 2

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask basic questions to make sense of experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask basic questions to make sense of experiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask basic questions to make sense of experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask basic questions to make sense of experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 2

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge and personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Own Illustrations

Invite students to look through the illustrations in a book and draw their versions of the story based on their own experiences; e.g., involving themselves or people they know. Students' versions are displayed and students to do a gallery walk; "Прогулянка по галереї" (walk, look at all students' pictures).

Nova Dialogue

Display pictures from a new *Nova* dialogue that students will be learning. Students will examine, make personal connections and try to predict what the dialogue will be about.

Artifact Connections

Present a variety of artifacts related to the text that students will listen to, read or view. Invite students to discuss what possible connections each artifact may have to the story.

Predicting Based on Prior Knowledge

After only reading the title of a text or looking at the illustrations, students make predictions about the text. Ask students why they made each prediction and what prior knowledge they used to decide what the story might be about.

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GRADE 2

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge and personal experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– make connections among texts, prior knowledge and personal experiences?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make connections among texts, prior knowledge and personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make connections among texts, prior knowledge and personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to make connections among texts, prior knowledge and personal experiences (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 2

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Questions Before, During and After

Have students read or view texts and ask each other questions about what they have learned. Model and provide guided practice to enable students to ask questions before, during and after reading or viewing.

Cloze Activity

After reading a story to students, put a cloze passage of the story on the overhead projector. Use the cloze activity to model the comprehension process for students. This will show students the importance of rereading and using cueing systems in constructing meaning.

Before and After

Before reading or listening to a text, students will make predictions about it as the teacher guides with appropriate questions. After the reading, students draw conclusions about the text and respond by retelling, writing, dramatizing or drawing. They compare their predictions with their retellings for further comprehension.

Story Maps

As a story is being read to them, students go up to the large posted chart paper and draw the character, setting or event as the teacher asks them. At the end of the story, students can go up to the "map" and retell the story.

Retellings

Ask students to listen to, read or view a text and orally recall it by creating a story vine or props that show the main ideas of the story. Retellings can be both uncued and cued. As students retell the story, observe whether they are able to:

- explain anticipated meaning
- recognize relationships
- draw conclusions
- recall the beginning, middle and end of the story
- use story elements to cue recall.

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GRADE 2

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding?

☐ Checklist

Чи учень/учениця:	**Завжди**	**Інколи**	**Ніколи**
• застосовує попередні знання?			
• визначає ціль для слухання, читання і перегляду тексту?			
• підтверджує передбачення, які стосуються тексту?			
• робить висновки, базовані на тексті?			
• бере участь в міні-стратегічних уроках?			
• робить і пояснює висновки?			
• використовує різноманітні стратегії для повного розуміння?			
• перечитує текст, якщо він не є зрозумілим?			

☐ Conferences

Conference with students, asking the following questions:

– Чи ти знав/ла щонебудь про _____ перед тим, як ми прочитали про це?
– Чи ти знав/ла, навіщо я прочитав/ла цю (інформацію, статтю, книжку), цей (уривок, текст)?
– Чи були правильними твої передбачення?
– Чи ти змінив/ла свої передбачення при потребі?
– Чи ти дійшов/ла правильного висновку (правильних висновків)?
– Чи ти читав/ла "між рядками" для того, щоб зрозуміти, що саме автор намагається тобі сказати?

SAMPLE RESOURCES

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

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Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues, such as story models and titles, to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Text Features

Students learn text features. Guide them in locating and using textual cues; e.g., titles, headings, tables of contents, indexes, glossaries, graphics, illustrations and signal words. This can be done using an overhead transparency of a table of contents. Ask students, "Where might you locate information on _____?" or "What information might you find on page __?"

Patterns

Students read pattern texts with the teacher and recite the repeated phrases or sentences as they are read.

Extension: Students listen for repetitive patterns and refrains in songs. Scribe lyrics so students can follow along with the print.

Audiovisual Cues

Before reading a book, model and provide guided practice to help students recognize the use of audiovisual cues in media texts; e.g.,

- **Composition** refers to the way objects, people, words or symbols are arranged.
- **Lighting** may indicate the passing of time, changes in mood and feelings or create overall effect.
- **Colour** is used to create mood and feelings, to signal change or for overall effect.
- **Movement** in a still picture may be suggested by lines or by composition. Movement in film or video can be used to create mood and to signal change.
- **Sound** in print media includes punctuation, repetition, alliteration, rhyme and rhythm. Sound in nonprint media includes music and sound effects to signal action, indicate change or create mood.
- **Rhythm** is the overall mood and flow of the composition created by combining all the elements.
- **Editing** is the relationship of words to illustrations, the placement and size of words, the use of capitalization and colour.

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GRADE 2

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues, such as story models and titles, to construct and confirm meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use textual cues, such as story models and titles, to construct and confirm meaning?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use textual cues, such as story models and titles, to construct and confirm meaning (see sample blackline master in Appendix E: Observation Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to use textual cues, such as story models and titles, to construct and confirm meaning (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

☐ Conferences

Conference with students to determine how they use textual cues, such as story models and titles, to construct and confirm meaning. Also determine if they use textual cues in composing texts as they speak, write or represent.

SAMPLE RESOURCES

- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 2

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cueing Systems

Syntactic Cues: refer to word order, rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.
Semantic Cues: refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world and experiences with various texts and content.
Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.
Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

Cloze Oral Reading

As a class, students read a short cloze passage on an overhead projector. They suggest words to fill in the blanks. Record all suggestions and lead a discussion about the appropriateness of each word suggested.

Word Posters

Students contribute words to create word posters and these topic or theme-related words are posted for easy reference. Invite students to brainstorm first for words they know; e.g., ий, а, е, і, nouns.

Extension: Students pick out verb endings from books with similar endings. Then they add the endings to a class verb chart.

Nonsense Words

Students create nonsense words from a list of phonograms provided. They pronounce the word and everyone guesses at the spelling. Then the student puts the word in a sentence that enables the class to understand the meaning of the word in context.

Extension: Establish letter units to help word building; e.g., ба, бе, би, бі, бо, бу (бя, бю).

Board Games

Working in small groups, students review Ukrainian vocabulary and practise decoding words through playing the board games based on *Nova 2*; e.g., Настільні ігри.

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GRADE 2

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 2

Specific Outcome

Experience Various Texts

Students will be able to:

2.2.1 participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Listening and Viewing Centre

Provide a variety of forms and genres in a listening and viewing centre. Have students create a collection of class favourites after reading a variety of fables, riddles, poems and stories. This collection can be placed in the reading centre. Keep a running list in the class of texts students have experienced together, on a genre or form sheet.

Extension: Students read with older students in the school.

Class Joke Book

Students record their own humorous stories, jokes and riddles in a book.

Readers' Theatre

Involve students in a readers' theatre where they tell a story through actions and speech of characters. They read the Ukrainian version of *Little Red Riding Hood*.

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GRADE **2**

Specific Outcome

Experience Various Texts

Students will be able to:

2.2.1 participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Help students name texts that are their personal favourites and show their reading interests and experiences with text, using a self-assessment checklist; e.g.,

Я люблю читати

Ім'я: _____ Дата: _____

Я люблю читати _____

_____

	так	ні
• жарти	☺	☹
• казки	☺	☹
• загадки	☺	☹
• вірші	☺	☹
• ребуси	☺	☹
• пісні	☺	☹
• діялоги	☺	☹

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Червона шапочка*. Slavutych, E., Turko, X. (eds.). Edmonton, AB: Alberta Education, 1975.
- *Свята срібної зими*. Волосевич О. Львів: Аверс, 1998.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 2

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Response

Students respond to texts, focusing on making connections to their own experiences, through:

- role-plays
- posters
- puppet plays
- drawings
- dioramas
- letters
- murals
- paintings.

Show and Tell or Sharing Circle

Students participate in show and tell or a sharing circle to discuss reactions to a story and relate it to their lives.

Group Discussion

Each student chooses a book he or she has read. In small groups, students infer how the author may have gotten the idea to write the story. They also consider the question, Чи це вам нагадує подію із вашого життя? Поясніть.

Guest Author

Invite a writer into the class to talk about how he or she generates ideas for writing stories. Students later form a list of topics about which they would like to write.

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GRADE **2**

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts?

☐ Learning Logs

Review students' Learning Log entries to determine their skills in sharing personal experiences and cultural traditions. Note how students relate their experiences to texts read or viewed in class.

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Свята срібної зими*. Волосевич О. Львів: Аверс, 1998.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *День народження*. *Birthday*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Натальчин котик*. *Natalka's Kitten*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Томчик*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 2

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify and express the feelings of people in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play

After someone reads or retells songs and nursery rhymes, students role-play them to show the range of characters' emotions.

Expressive Art

In pairs, students look at some art reproductions and label them for emotional expression; e.g., happy, sad, scary.

Expressive Choral Reading

In a choral reading, students use voice, tone, pace, intonation and expression to help convey the character's feelings.

Alternative Activity: Students are each given a character from a text and, in small groups, cut pictures from magazines that depict the feelings of the character, possibly at different times. Later, students can present their particular character.

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GRADE **2**

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify and express the feelings of people in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify and express the feelings of people in oral, print, visual and multimedia texts?

☐ Portfolios

Collect work samples over time that demonstrate students' growing understanding of the feelings of people in oral, print, visual and multimedia texts.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and express the feelings of people in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *День народження*. *Birthday*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/ Dzvin Publishing, 1982.
- Magazines, catalogues.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 2

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize that information and ideas can be expressed in a variety of forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Story/Video/Web Site

After listening to a story about snow, watching a video about snow and reading about snow on a Web site, students talk about what they have learned about snow and why they prefer a particular media text.

Classroom Newsletter

Students create a simple classroom newsletter, incorporating a variety of genres; e.g., stories, information text, poetry, songs, news reports, photo journals, recipes, cartoons, riddles and jokes, games, letters, puzzles.

Brainstorming

Before studying a topic, students brainstorm where they can get information; e.g., Піонери, Члени родини, Звідки яблуко? Здоров'я, Наша провінція/Наше місто. Direct students to the appropriate resource.

Fiction vs. Nonfiction

Students take a walk around the library and point out fiction vs. nonfiction and where different genres are kept. Once back in class, students, in small groups, can make a chart of the different forms and genres in their school library.

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GRADE 2

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize that information and ideas can be expressed in a variety of forms and texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize that information and ideas can be expressed in a variety of forms and texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that information and ideas can be expressed in a variety of forms and texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

Have students respond to the different variety of forms and texts; e.g., by describing their favourite form and what they like about it.

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13.* Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 2

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Shape Representations

Students use an appropriate shape, e.g., a castle or forest, divided into three sections, to represent the beginning, middle and end of a fairy tale. They use an appropriate character shape to identify the main character.

Retellings

Read a story, e.g., *Колобок*, and have students retell it. Record four to five main sentences from the story and have students illustrate them. Display these retellings.

Extension: Students retell a story with a beginning, middle and end. They use a computer painting or drawing program to create illustrations for the story.

Character Depictions

At the top of a page, students write the name of a character from a story that was read to them. They then cut pictures from old magazines that represent aspects of the character and glue the pictures on the page.

Extension: Students make a class chart or cluster map depicting character traits from a favourite story.

Extension: After listening to a story, students draw the main characters and attach speeches to depict events in the story.

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GRADE **2**

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Coach students in developing their understanding of story and character analysis.

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Колобок*. Коваль О. Київ: Альтернативи, 1997.
- Computer with a painting or drawing program.
- Magazines.
- Graphic organizers; e.g., charts, maps (see sample blackline masters in Appendix D).

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 2

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 explore commonalities in word families to increase vocabulary.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorm

Students brainstorm and generate word families; e.g.,

- two syllable words
- words that begin the same.

Word Endings

Post a chart of adjective and adverb word endings; e.g., ий, а, е, і. Students then add words under each category as they come across new phrases. Similarly, post a chart for verb endings.

Extension: Students are given a passage where they must look for and circle a particular root word or ending. A discussion can follow where students categorize their results.

Noun Endings

Repeatedly model the various ways a noun can be presented with different endings; e.g.,

- Це наша кімната.
- У кімнаті діти.
- Директор прийшов до кімнати.

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GRADE 2

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 explore commonalities in word families to increase vocabulary. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore commonalities in word families to increase vocabulary?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore commonalities in word families to increase vocabulary (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore commonalities in word families to increase vocabulary. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мовна діяльність*. *Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Українські мовні ігри*. *Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Розвиваємо усне мовлення*. *Програма занять з дитиною від трьох років*. Світлова І. Є. Київ: АСТ-ПРЕСС-ДІК-СІ, 2001.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 2

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rhymes and Tongue Twisters

Students practise silly rhymes and tongue twisters; e.g., Жирафа у шафі. Using models provided, they create their own tongue twisters with the letters of the alphabet. They can write, illustrate and compile the tongue twisters into a class book. This can be shared with the lower grades.

Patterns and Rhythms

Read texts that contain patterns and rhythms; e.g., *Рінка*, *Рукавичка*. Students can join in on repeated phrases and words.

Extension: Students engage in echo-reading, choral reading, readers' theatre.

Changing the Words

As a class, students take a familiar poem and change words to make a new variation; e.g., Іде дід can be changed to Іде дух. Students change some of the words to suit the subject.

Extension: Students read words backward; e.g., мама = амам.

Extension: Students use word cards and arrange them into sensible sentences.

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GRADE 2

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мандрівна абетка*. Прокопець М. Львів: Аверс, 2000.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Сонечко: Абетка. Лічилки. Вірші. Загадки. Ребуси. Скоромовки*. Бойко Г., Чубач Г., Усенко О., Ходос Ю., Ходос С. Донецьк: Сталкер, 2002.
- *Буквар. Методичні поради вчителю*. Луцик Д. В., Проць М. М., Савшак А. С. Львів: Світ, 2001.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 2

Specific Outcome

Create Original Texts

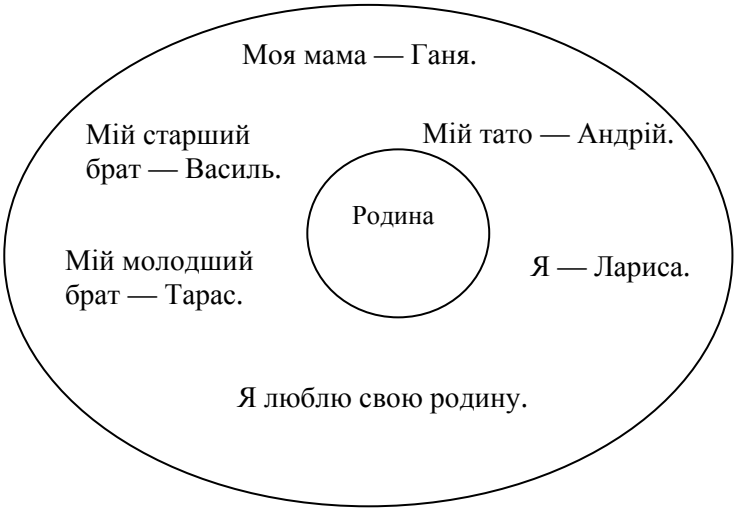
Students will be able to:

2.3.5 create basic texts to communicate and demonstrate understanding of modelled forms.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Wheel Planner

Students use a wheel form to plan how they would write a paragraph on a topic; e.g.,



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GRADE 2

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create basic texts to communicate and demonstrate understanding of modelled forms. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- create basic texts to communicate and demonstrate understanding of modelled forms?

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create basic texts to communicate and demonstrate understanding of modelled forms (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Conferences

Discuss with students their work and encourage them to explain the chosen form. Use this time to provide students with constructive and positive feedback.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to create basic texts to communicate and demonstrate understanding of modelled forms (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12*. Regina, SK: Saskatchewan Education, 1996.
- *Я чекаю Миколая*. Герман В. Київ: Ярицяя, 1999.
- Web sites; e.g.,
  - www.sasked.gov.sk.ca (Saskatchewan Learning)
  - www.aac.ab.ca (Alberta Assessment Consortium)
  - www.2learn.ca/Projects/Together/START/checklid.html (General Observation Checklist).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 2

Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 record and share personal knowledge and experience of a topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming Web

As a class, students brainstorm ideas about a topic and develop a web that the teacher makes on the board, overhead or chart; e.g.,



Daily News

Students share daily news orally in a quick presentation to the whole group.

Personal Collections

Students prepare personal collections and bring favourite items for presentation. The class can maintain a chart listing all the collections.

Hobby Talk

Students talk about their favourite hobbies and add to a class graph. Read *Коли я сам* or *Коли я сама*. Each student makes his or her own page and the class forms a book.

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GRADE 2

Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 record and share personal knowledge and experience of a topic. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– record and share personal knowledge and experience of a topic?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record and share personal knowledge and experience of a topic (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to record and share personal knowledge and experience of a topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to record and share personal knowledge and experience of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Коли я сам*. Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама*. Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 2

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask questions to understand a topic, and identify information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

20 Questions

Play 20 Questions (Вгадайте! 20 питань) with students to attempt to identify an object, place or topic. One student has an object or a paper on which is written the name of a place or topic. Classmates attempt to identify the object, place or topic by asking a maximum of twenty questions. This may be done in small groups or with the whole class.

I Wonder ...

Create an "I Wonder …/I wish to know …" (Я хотів би/ла б знати) or "Does someone know?" (Чи хтось знає?) chart where students can post questions they would like to explore.

Interview Questions

Help students create questions for interviewing members of the school community.

Field Trip KWL Chart

Before a field trip, guest speaker or new topic, students create a set of questions they would like answered and, with the teacher, make a class KWL chart on the board or chart paper; e.g.,

K What we know about this	W What we want to find out	L What did we learn?

З Що ми знаємо про це?	Х Що ми хочемо дізнатись?	В Що ми вивчили?

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GRADE 2

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask questions to understand a topic, and identify information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask questions to understand a topic, and identify information needs?

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to ask questions to understand a topic, and identify information needs. Offer feedback, encouragement and praise as needed.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask questions to understand a topic, and identify information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- KWL chart (see sample blackline master in Appendix D).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 2

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute information and questions to assist in group understanding of a topic or task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Discussion

Record on a chart as students contribute to a class discussion about friendship by telling about their own friends, why they like them and what activities they like to do with them.

Group Resource Charts

As a class, create resource charts on research topics; e.g.,

Де?	Що?	Чому?

Mystery Bag

Place an item or artifact pertaining to the inquiry or topic in a bag (or box). Students generate questions to guess the contents of the bag.

Read, Question, Read, Answer

While reading a story, pause at particular times and model for students questions they might ask. Have students ask several questions and note the questions on the board. Read further in the story and then pause again and have students answer the questions asked.

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GRADE 2

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute information and questions to assist in group understanding of a topic or task. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– contribute information and questions to assist in group understanding of a topic or task?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to contribute information and questions to assist in group understanding of a topic or task (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to contribute information and questions to assist in group understanding of a topic or task (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Resource charts.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 2

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow directions for accessing and gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Library Field Trip

Students participate in a field trip to the school library to search for information. Have the librarian explain various strategies for finding information in the library.

Extension: Ask students to repeat directions or act as teacher/librarian and give directions to other students.

Resource Chart

Students recall the steps and directions for gathering information. They fill out a resource chart when they do their research. Model how to complete the chart before students begin.

Джерела інформації

Тема дослідження: _____

Запитання (приклад): Де живуть пінгвіни?		Що їдять пінгвіни?		Чому немає пінгвінів у зоопарку?	
Де я знайшов/ла інформацію	Що я навчився/лася	Де я знайшов/ла інформацію	Що я навчився/лася	Де я знайшов/ла інформацію	Що я навчився/лася

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GRADE 2

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow directions for accessing and gathering information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recall and follow directions for accessing and gathering information?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recall and follow directions for accessing and gathering information (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to recall and follow directions for accessing and gathering information (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Resource chart.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 2

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 participate in group discussion to generate information on a topic, and identify sources of additional information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

Students brainstorm their personal knowledge about a topic and share their topic-related ideas and experiences. Record students' ideas on a chart.

Response Discussion

After a school or community event, students have a class discussion related to the event. Record key ideas on a chart. After the discussion, cut up the key ideas and distribute them to small groups. The groups each make a poster illustrating the key ideas.

Sharing Circle

Students participate in a sharing circle. They hold a special Ukrainian artifact to signify their turn to speak.

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GRADE 2

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 participate in group discussion to generate information on a topic, and identify sources of additional information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in group discussion to generate information on a topic, and identify sources of additional information?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in group discussion to generate information on a topic, and identify sources of additional information (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in group discussion to generate information on a topic, and identify sources of additional information. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 2

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 answer questions, using oral, visual and print information sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interviews

Students interview family members. Model appropriate question and answer procedures. The interviews can be audiotaped or videotaped and shared with the class.

Extension: Invite guest presenters and artists to share oral traditions and answer students' questions.

Scavenger Hunt

Have a scavenger hunt where teams of students research or search for sources of information about a current topic of study.

Ukrainian Newspaper 5 Ws

Bring in a weekly Ukrainian newspaper and paraphrase an article. Students illustrate what they hear and each write a sentence or heading answering one of the 5 Ws. They post this on a bulletin board entitled "новини."

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GRADE 2

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 answer questions, using oral, visual and print information sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– answer questions, using oral, visual and print information sources?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to answer questions, using oral, visual and print information sources (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students about the sources they used to answer their inquiry or research questions. Encourage students to use a variety of sources. Conference with students individually during each step of the inquiry process.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to answer questions, using oral, visual and print information sources. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Географія для допитливих. Ілюстрований, захоплюючий атлас світу.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2000.
- Ukrainian newspapers.
- Ukrainian guest speakers and artists.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 2

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 compare gathered ideas and information with personal knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interviews

Help students create interview questions and conduct interviews. Answers could be typed, written or audiotaped. Students share in groups to see if all questions were answered and reflect on the information based on their own personal knowledge of the topic.

Pair Reflection

Students record information on sticky notes or index cards. They reread and categorize the information. Model how to arrange the cards, using various organizational patterns. In pairs, students reflect on the information based on their own personal knowledge of the topic.

Inside-outside Circles

Students sit in two concentric circles. The outside circle poses questions based on information found on the topic while the inner circle volunteers to respond.

Group Texts

Small groups of students are given a text to read. Ask students to create two questions based on the text, then the groups exchange texts and questions. Each group answers the questions given to them.

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GRADE 2

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 compare gathered ideas and information with personal knowledge. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– compare gathered ideas and information with personal knowledge?

☐ Conferences

Talk with students about the inquiry or research questions they have asked and answered. Coach students to evaluate their answers and consider aspects of a topic that they need to think about. Guide students to search for answers to their questions in appropriate sources.

☐ Self-assessment Checklist

Have students reflect on how they used information to answer inquiry or research questions. Students complete a self-assessment checklist; e.g.,

Дослідження: самоперевірка

Відповіді на запитання

Ім'я: _____ Дата: _____

Тема: _____

1. Моє запитання було таким: _____
2. Моя відповідь була такою: _____
3. Я відповів/ла на запитання (обведи одне)

   ☺ ☹

4. Я знайшов/шла інформацію (обведи одне)

   ☺ ☹

5. Мені ще потрібно дізнатися _____

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 2

Specific Outcome

Access Information

Students will be able to:

3.2.4 use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Exploring Sections of the Library

Students go to relevant sections of the library, e.g., the nonfiction and magazine sections, to find information on butterflies and moths.

Extension: Students search for a Ukrainian children's author on the library computer.

Alphabetical Order

Students use personal dictionaries on a daily basis. They make divider pages for each letter section to strengthen ABC skills for effective use of the library.

Parts of a Text

Develop sets of questions for students to practise using a table of contents, guide word headings, labels, diagrams, captions. Design a treasure hunt for students to locate the information.

Extension: Students each create their own table of contents. Help students by highlighting key words and developing topic headings that appear in their tables of contents.

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GRADE 2

Specific Outcome

Access Information

Students will be able to:

3.2.4 use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Conference with students about how they accessed information to locate information. Have conferences during work in progress to coach students on how to find a variety of information sources.

SAMPLE RESOURCES

- *Географія для допитливих. Ілюстрований, захоплюючий атлас світу.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2000.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 2

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make connections between prior knowledge, ideas and information, and oral, visual and print text features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Key Terms

Present a variety of words or key terms from textual material that students will be reading, hearing or viewing. Have students examine the words and make connections to their prior knowledge.

Guided Reading

Guide a group through the process of recalling information by asking questions, confirming responses and organizing ideas. Encourage students to connect the features of the text to previous knowledge, ideas and information.

Caption Match

Provide a set of pictures with or without corresponding captions. Students match captions with pictures or create new captions and talk about new connections.

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GRADE 2

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make connections between prior knowledge, ideas and information, and oral, visual and print text features. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– make connections between prior knowledge, ideas and information, and oral, visual and print text features?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make connections between prior knowledge, ideas and information, and oral, visual and print text features. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make connections between prior knowledge, ideas and information, and oral, visual and print text features (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to make connections between prior knowledge, ideas and information, and oral, visual and print text features (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 2

Specific Outcome

Organize Information

Students will be able to:

3.3.1 categorize related information and ideas, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Floor Charts

Discuss with students how to create a floor chart on a topic; e.g.,

ВЕДМЕДІ	
Що ведмеді роблять?	Що ведмеді їдять?
Сплять узимку.	Їдять ягоди.
Сплять у лігві.	
Ведмежата	Вороги ведмедів
Вилазять на дерево для безпеки.	Люди полюють на ведмедів.
Народжуються без шерсті.	

Story Chains

After reading a story, students discuss information from the story. Write information or steps on strips of paper. Students put the strips in order and construct a chain.

Four Squares

Students each divide a piece of paper into four squares and draw four items to depict four categories of a topic. They then provide sentences to describe the information.

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GRADE 2

Specific Outcome

Organize Information

Students will be able to:

3.3.1 categorize related information and ideas, using a variety of strategies. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– categorize related information and ideas, using a variety of strategies?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to categorize related information and ideas, using a variety of strategies (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Portfolios

Help students choose work samples that show how they have attempted to identify and categorize information according to similarities, differences and sequences. Include dated samples over a period of time to monitor progress.

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Едмонтон: Міністерство освіти Альберти, 1995.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 2

Specific Outcome

Record Information

Students will be able to:

3.3.2 record key facts and ideas in own words, and identify titles and writers of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Resources Log

Have the class create logs or lists of information about books they have found useful in their research projects; e.g.,

Запис інформації

Тема: _____

Назва	Автор	Дата використання

Recording Information

After viewing a video, visiting a Web site or reading a story about children in Ukraine, students record information in a chart; e.g.,

Дім	Родини	Ігри	Школа

Аркуш запису фактів

Ім'я: _____

Назва: _____ Автор/адреса веб-сайту: _____

Це те, про що я дізнався/лась:	Це те, про що я завжди буду пам'ятати:

Extension: Students use theme-related, shaped books to record key information, ideas and reflections.

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GRADE 2

Specific Outcome

Record Information

Students will be able to:

3.3.2 record key facts and ideas in own words, and identify titles and writers of sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– record key facts and ideas in own words, and identify titles and writers of sources?

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to record key facts and ideas in own words, and identify titles and writers of sources. Offer feedback, encouragement and praise as needed.

☐ Portfolios

Students choose work samples, e.g., maps or webs, to include in their portfolios. The samples should demonstrate how students represented key facts and ideas in their own words.

SAMPLE RESOURCES

- *У мітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 2

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 examine gathered information, with teacher guidance, to decide what to share or omit.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Poster or Diagram

Groups of students create posters or diagrams to illustrate what they have learned on a topic. They decide what information is best represented visually and what information needs to be provided in print; e.g., labels, lists, headings.

Information Cards

Place pieces of information on separate cards; students sort the information cards into "useful" and "save for later" categories. They talk about the useful information and why it was chosen and saved.

Rating Information

Students rate the facts that they found in their research to answer their questions. With the teacher reading the criteria, students use the chart below to determine the relevance and effectiveness of their information.

Перевір			
Тема: Запитання:	Факт 1	Факт 2	Факт 3
Чи ця інформація є новою?	Так Ні	Так Ні	Так Ні
Чи це є відповіддю на запитання?	Так Ні	Так Ні	Так Ні
Чи я ділюся інформацією?	Так Ні	Так Ні	Так Ні
Чи я повинен брати цю інформацію до уваги?	Так Ні	Так Ні	Так Ні

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GRADE 2

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 examine gathered information, with teacher guidance, to decide what to share or omit. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– examine gathered information, with teacher guidance, to decide what to share or omit?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to examine gathered information, with teacher guidance, to decide what to share or omit (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to examine gathered information, with teacher guidance, to decide what to share or omit (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.
- Information cards.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 2

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 recall, discuss and record information-gathering experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Flowchart

Create a graphic flowchart to help students recall, record and represent the highlights of information-gathering experiences in a mural. This mural is posted in the classroom. Students can talk about the steps represented in the flowchart.

Sharing Circle

Students sit in a circle and orally reflect on the most interesting and important things they learned about their inquiry or research experience.

Project Reflection

With the teacher students fill out project reflection forms; e.g.,

Мій проєкт

Ім'я: _____ Дата: _____

Назва проекту: _____

Ці речі були добрими ☺: _____

_____

Ці речі не були добрими ☹: _____

_____

Моя улюблена частина була: _____

_____

Наступного разу я: _____

_____

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Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 recall, discuss and record information-gathering experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recall, discuss and record information-gathering experiences?

☐ Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recall, discuss and record information-gathering experiences (see sample blackline master in Appendix E: Peer-assessment Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to recall, discuss and record information-gathering experiences. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- Project reflection forms.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 2

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Collages

Groups of students look at magazine pictures and graphics, then work together to create a collage of their interests to present to their classmates.

Riddles

Working with a partner, students create simple Ukrainian riddles (загадки) to present to their classmates.

Theme Brainstorming

Students generate ideas for a new theme; e.g., зимовий одяг — шалик, рукавиці. They try to tell as many ideas as possible about that topic in a short time. When the time is up, students review the ideas and decide which ideas to use to generate a class mural or other type of visual presentation.

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GRADE 2

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, print and visual texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– generate and contribute ideas on particular topics for oral, print and visual texts?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to generate and contribute ideas on particular topics for oral, print and visual texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Self-assessment Rating Scale

Students complete a self-assessment rating scale to show how they shared ideas; e.g.,

Ділимося думками

Ім'я: _____ Дата: _____

1. Я ділився/лася думками.
   ☺ 😐 ☹
2. Я слухав/ла інших.
   ☺ 😐 ☹
3. Я чув/ла нові думки.
   ☺ 😐 ☹
4. Я довідався/лася…

   _____
   _____
   _____

SAMPLE RESOURCES

- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996:
  – Щоденні мовні вправи—Загадки.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Сонечко: Абетка. Лічилки. Вірші. Загадки. Ребуси. Скоромовки*. Бойко Г. та інші. Донецьк: Сталкер, 2002.
- Magazines.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 2

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences, using various text forms for particular audiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Animal Paragraph

Provide students with a series of animal pictures. Together, they brainstorm vocabulary used in describing animals; e.g., хутро, роги, ікла, шерсть, кігті, хвіст, лапи, морда. They then create a short paragraph describing animals.

Photo Essays

Students prepare and present to the class a photo essay of themselves and their families, using simple words and phrases.

Hobby Texts

Students create comic strips, songs or poems about their favourite hobbies and present them to the class.

Story Artifacts

Students collect items, artifacts and figures to assist them in telling a story. They tie the items onto a string in the order that they occur in the story.

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GRADE 2

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences, using various text forms for particular audiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share ideas and experiences, using various text forms for particular audiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share ideas and experiences, using various text forms for particular audiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Portfolios

Assist students in selecting samples of different forms of writing and sharing ideas and experiences for particular audiences. Students can include personal comments along with each sample.

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to share ideas and experiences, using various text forms for particular audiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Мій перший словник*. Palijiw, K. Toronto, ON: Ukrainian Teacher's Association of Canada, 1975.
- *Мово рідна, слово рідне!* Чумак Я. (ред). Торонто: Українська книжка, 1986.
- Pictures of animals.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 2

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 organize visuals and print to express ideas and tell stories.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dialogue Match

Using the *Nova 2* dialogues, students match text to corresponding pictures.

Extension: Students create picture stories or storyboards by correctly matching sentences with pictures or illustrations.

Daily Routines

Students write about their day, using simple sentences and including information about morning, afternoon and evening activities.

Beginning, Middle and End of a Story

Read narrative stories aloud to students and work together to create representations of the beginning, middle and end of the story. Consider the following questions:

Beginning:	Who was in the story? Where did it take place? When did it take place?
Middle:	What is the main problem? How was it solved? What were the main events?
End:	What happened to the characters? How did the characters feel about it?

Beginning, Middle and End of an Expository Text

Read expository text aloud to students and work together to create representations of the beginning, middle and end of the text. Consider the following questions:

Beginning:	What ideas or information were presented first?
Middle:	What ideas or information came next? What details or facts were added? What order did the ideas follow?
End:	How were the ideas and information summed up? What is most important to remember?

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GRADE 2

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 organize visuals and print to express ideas and tell stories. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– organize visuals and print to express ideas and tell stories?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to organize visuals and print to express ideas and tell stories (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to organize visuals and print to express ideas and tell stories (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 2

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 talk about own creations and those of others, using common expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Circle

Provide opportunities for students to gain confidence in sharing their own stories and creations with peers in a sharing circle. Students learn to take turns, listen actively and respond to their own and others' work.

Author's Chair

Designate a special chair in the classroom as the author's chair for students to use in sharing books they have read or written. When they share, they give the author's name. Students who want to comment raise their hands and the author chooses someone.

Sharing Work

Students share their writing with other classmates or larger audiences in the school by placing their books in the library, or through presentations, letters and correspondence. Before sharing the work, students do a short presentation summarizing it.

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GRADE **2**

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 talk about own creations and those of others, using common expressions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– talk about own creations and those of others, using common expressions?

☐ Self-assessment Checklist

Encourage students to reflect on their work in progress. They use a self-assessment checklist; e.g.,

Самоперевірка учня/учениці

1. Три речі, на які я хотів би/ла б звернути твою/вашу увагу, це:
   а) _____
   б) _____
   в) _____
2. Мені було важко зрозуміти, (що, чому) _____
3. Мене здивувало те, що _____
4. Я маю таке запитання: _____
5. Я хотів би/ла б поліпшити _____

SAMPLE RESOURCES

- Sentence starters.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 2

Specific Outcome

Revise Content

Students will be able to:

4.2.2 ask basic questions to clarify ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Common Questions

Invite students to help create a list of common questions. Post the list in the classroom for student reference.

Story Questions

Read a story aloud. Students then ask and answer the following questions about the story. These questions could be included in a class chart.

- Про кого або про що цей твір?
- Де відбуваються події?
- Коли відбуваються події?
- Що саме відбуваються?
- Чому це відбувається?
- Як це відбувається?
- Що ти думаєш про _____?
- Чи ти можеш навести приклад, коли _____?

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SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask basic questions to clarify ideas?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask basic questions to clarify ideas (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Students review their own creations and complete a self-assessment rating scale to assess their reviewing skills; e.g.,

Робимо зміни

Ім'я: _____ Дата: _____

Назва: _____

Я переглянув/ла свою роботу.	☺	☹
Я додав/ла нові думки (ідеї).	☺	☹
Я зробив/ла деякі зміни.	☺	☹
Я просив/ла допомогу.	☺	☹

SAMPLE RESOURCES

- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 2

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Final Product Checklist

When writing a good copy, students follow a checklist that demonstrates correct letter formation; e.g.,

- Am I holding the pencil properly?
- Are my letters the same size and shape?
- Is there correct spacing between letters and words?
- Does my printing start at the left side of the paper then go all the way across to the right?
- Are my letters sitting correctly on the lines?

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GRADE 2

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text?

☐ Conferences

Conference with students, using work samples, and discuss and celebrate improvements in printing. Provide feedback and individualized instruction where needed.

☐ Portfolios

Students choose samples of their best printing for their portfolios. They should tell why the selected piece represented their best work. Samples are dated to show progress over time.

SAMPLE RESOURCES

- *Прописи. Навчальний посібник для 1 класу в трьох частинах. Частина 2*. Тимченко Л. І., Александрова Е. І. Харків: Логос, 2000.
- *Навчи мене писати! Зошит но. 1 з підготовки руки до письма*. Пензлик М. Тернопіль: Мандрівець, 2000.
- *Абетка*. Завальська, Н. Симферопіль: АВДІ, 2000.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 2

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and sentence patterns, with support.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pocket Chart

Students rebuild a familiar text in a pocket chart, using word cards.

Mimicking Text Patterns

Read aloud a nonfiction text. After the reading, students tell which words or phrases they liked and record these words or phrases. They then use these words and phrases to create their own nonfiction texts based on the same pattern.

Mimicking Story Patterns

After rereading a patterned story book, students create their own stories, using the pattern but inserting their own words; e.g., Once upon a time there were three little _____. They lived in a _____. One day they _____.

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GRADE 2

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and sentence patterns, with support. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with words and sentence patterns, with support?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experiment with words and sentence patterns, with support. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Portfolios

With teacher input, students choose work samples that reflect experimentation with word choice and sentence patterns. They highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to students' work samples. Include self-reflections with the samples; e.g.,

Мої Цікаві Слова й Речення

Ім'я: _____ Дата: _____

Я вживав/ла цікаві слова й речення.

Я вибрав/ла їх тому, що _____

_____

SAMPLE RESOURCES

- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 2

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and simple print texts to express ideas, feelings and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Experimenting with Illustration

When creating their own books, students each choose an illustration style; e.g., pop-up pictures, holes in the pages, comic book, modelling clay pictures or materials of different textures. For example, students create books on wind in which they put an adjective or adverb related to the topic on each page and then illustrate.

Extension: Students can create class books. Each student contributes one page with an illustration and sentences about a topic or class activity.

Find Illustrations

Have students find illustrations and photographs to create a text; e.g.,

- students find pictures of different animals on the Internet, print them, make booklets and label each picture
- supply a variety of pictures from magazines and fliers and have students write captions or phrases to go with them.

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GRADE 2

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and simple print texts to express ideas, feelings and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– combine illustrations and simple print texts to express ideas, feelings and information?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to combine illustrations and simple print texts to express ideas, feelings and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Conference with students about their illustrated texts and discuss how details in the pictures enhance the meaning of their written work. Also discuss how texts support their drawings.

☐ Portfolios

Have students select work samples that show how pictures and text work together to provide clear, detailed ideas and information. Students provide reasons for their choice of work samples. Reasons should be recorded, dated and placed together with the work sample. Review samples to note progress over time.

SAMPLE RESOURCES

- *Нова 2: Розповіді для розвитку мови й понять. Книги 1–7.* Едмонтон: Міністерство освіти Альберти, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Magazines and flyers.
- Internet.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 2

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for complete sentences, and make sentences complete.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fixing Broken Sentences

Create sentences with missing or incorrect punctuation and grammar. Have students edit the sentences and correct the errors.

Completing Sentences

Write a description of a person and show students the picture. Students fill in blanks and add missing information.

Choral Reading for Punctuation

Students participate in choral reading activities. Model pauses, full stops (periods), inflection and intonation (questions). Students practise in small groups and perform reading punctuation for others.

Mini-lessons

Use mini-lessons to teach appropriate use of capitalization and punctuation; e.g., periods and question marks. Mini-lessons should be based on the needs observed as students are composing.

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GRADE 2

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for complete sentences, and make sentences complete. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– check for complete sentences, and make sentences complete?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to check for complete sentences, and make sentences complete (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to check for complete sentences, and make sentences complete (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.
- *Дитячий куток. Children's Corner*. Mudryk-Mryc, N. Toronto, ON: Ukrainian Writers for Children and Youth, 1983.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 2

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words, using basic strategies and resources.

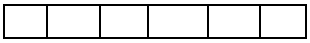
SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Lists

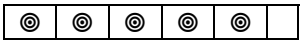
Students generate lists of words from classroom materials and environmental print on a particular letter pattern; e.g., initial consonants, vowel combinations and word endings. They share and discuss the meaning of the words. Post these lists in the room.

Spelling Boards

Students use a personal spelling board with squares; e.g.,

 a student slowly repeats the word котик,

placing a button in a square for each sound,

 and then writes the word котик underneath.

Spelling Pictures

After drawing a picture (e.g., a bicycle), students identify and label the various parts of the bicycle; e.g., pedals, wheels, seat. They use their knowledge of sounds to help predict how to spell each word; e.g., pedal starts with the /p/ sound. That's a P.

Word Parts

Help students identify word parts. They focus on structural patterns at the beginning, middle and end of a word and look for familiar and manageable parts or word families. Explain compound words and endings.

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GRADE **2**

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words, using basic strategies and resources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– spell familiar words, using basic strategies and resources?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to spell familiar words, using basic strategies and resources (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Quizzes

Analyze students' spelling quizzes to determine their patterns of misspellings and their effective use of spelling strategies. Discuss these observations with students during spelling conferences and involve students in determining patterns of misspellings.

☐ Conferences

Interview students to assess their knowledge about spelling processes and strategies. Consider asking questions such as:

– Is spelling important and why?
– Are you a good speller? Why? Why not?
– How did you become a good speller?
– What do you do when you cannot spell a word?
– How do you remember hard spelling words?
– What helps you with your spelling?

SAMPLE RESOURCES

- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Personal spelling boards and buttons.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 2

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 use basic writing conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling

Model capitalization and punctuation throughout the year when writing on the board and on charts, using a think-aloud approach.

Student Editing

Create sentences with missing or incorrect conventions on the board as part of the morning message. Students edit the sentences.

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GRADE 2

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 use basic writing conventions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use basic writing conventions?

☐ Checklist

Develop a checklist for assessing students' use of basic Ukrainian writing conventions. Does the student:

– refer to the posted conventions list when editing?
– write complete sentences, using capital letters and periods?
– use connecting words to join related ideas in a sentence?
– identify nouns and verbs, and use in own writing?
– identify adjectives and adverbs that add interest to stories?
– use conventional spelling of common words necessary for the efficient communication of ideas in writing?
– use capital letters for proper nouns and at the beginning of sentences in own writing?
– use periods and question marks appropriately as end punctuation in own writing?
– use commas after greetings and closures in friendly letters and to separate words in a series in own writing?
– identify commas and apostrophes when reading and use them to assist comprehension?

☐ Portfolios

With student input, select samples of students' independent writing that show their skills in using capitalization and punctuation appropriately.

SAMPLE RESOURCES

- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Зошит для письма учня 1 класу. Частина 1*. Чорна М. М., Грабар Д. І. Львів: Афіша, 2000.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 2

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Favourite Activities

Students present short favourite activities. Classmates ask basic questions about each activity and students answer.

My Family

Students answer questions posed to them by their classmates about their families and family activities.

Show and Tell

Invite students to bring personal items to share in class as part of a daily show and tell. Classmates pose questions about the items shared.

Extension: Students participate in a sharing circle with their classmates.

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GRADE **2**

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions?

☐ Checklist

Use a checklist to record students' behaviours as they share ideas and information; e.g.,

Таблиця перевірки			
Ім'я:	Дата	Дата	Дата
Чи учень/учениця, роблячи презентацію: - говорить чітко?			
- вживає повні речення?			
- дотримується теми?			
- говорить швидко й рідко вагається?			
- достатньо реагує на запитання авдиторії?			
Чи учень/учениця, слухаючи презентацію: - слухає уважно?			
- ставить питання або коментує?			
- не перебиває інших, говорить у свою чергу?			
- надає позитивний відгук?			

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 2

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

E-mail/Pen Pals

After reading an e-mail message or a postcard from a pen pal in a different school or town/city, the student responds with facts about life in his or her school or town/city.

Group Spokesperson

After a cooperative group task, a student presents her or his group's findings.

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GRADE **2**

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– present information and ideas?

☐ Self-assessment Checklist

With the teacher reading the criteria, students complete a self-assessment checklist; e.g.,

Самоперевірка промовця

Ім'я: _____ Дата: _____

Зазнач справедливі твердження:

- ❑ Я показував/ла те, про що я розповідав/ла
- ❑ Я дивився/лась на авдиторію/одноклясників, коли я говорив/ла.
- ❑ Я говорив/ла чітко й повільно.
- ❑ Я говорив/ла досить голосно.
- ❑ Під час промови я використовував/ла _____ (книжку, малюнок, фото, інший виріб)
- ❑ Я охарактеризував/ла свою тему.
- ❑ Я говорив/ла про те, що мені найбільше подобається.
- ❑ Я запрошував/ла авдиторію ставити мені запитання.
- ❑ Я відповів/ла на запитання.

☐ Conferences

Audio or videotape students' presentations and use them for individual conferences. Point out what students did well and make suggestions about what aspects they could improve on in their future oral presentations.

SAMPLE RESOURCES

- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Lesia Savedchuk books published in Winnipeg, MB, by Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Pen pals in another school or town/city.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 2

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate attentive audience behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Presenting Dialogues

Students participate in *Nova 2* dialogues and echo-acting routines. Groups of students dramatize a dialogue while others listen and view.

Brainstorming Behaviours

Students brainstorm ideas for good audience behaviours. Put these ideas onto a wall chart for display. Consider including some of the following ideas:

Коли я слухаю	
	Я дивлюся на промовця.
	Я розмахую руками.
	Я сиджу на одному місці.
	Я тримаю губи стуленими.
	Я думаю про запитання, які хочу поставити.

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GRADE 2

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate attentive audience behaviours. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate attentive audience behaviours?

☐ Self-assessment Checklist

Have students assess their audience behaviours, using a self-assessment checklist; e.g.,

Як я ставлю запитання: самоперевірка			
Ім'я: _____ Дата: _____			
Коли я ставлю запитання, я	Ще ні	Інколи	Завжди
- чекаю своєї черги			
- підношу руку			
- вживаю питальні слова: хто?, що?, де?, коли?, чому?, як?			
- слухаю запитання, які ставлять інші			
- намагаюся ставити розумні запитання			

SAMPLE RESOURCES

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 2

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 tell, draw and write about self, family and community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Dialogues

Students learn the *Nova 2* echo-acting routine *Які мої брати і сестри*. They use the vocabulary from the routine to describe their own families.

Family History

Using a world map, students locate and label where their grandparents, parents and other relatives are from. They make a border around the map with photographs or drawings of themselves and connect the pictures to the map with yarn and pins. Students may ask questions of each other; e.g.,

- Звідки походить твоя родина?
- Чому ви залишили те місце?
- Що ти пам'ятаєш про те місце?

Students discuss family experiences. Ask them to think about special memories or things they would take with them if they were to leave their homes and communities now. This can be discussed in groups.

Extension: Have students conduct oral interviews with family members.

"We" Posters

Students create "We" posters to help build a sense of classroom community by spotlighting similarities and establishing shared interests and abilities among students. They brainstorm to discover shared interests and abilities and record all suggestions. With partners or in small groups, they choose a topic of interest and make a poster to advertise the interest. The posters are displayed around the classroom. Students are given time to sign the posters that reflect their own interests.

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GRADE 2

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 tell, draw and write about self, family and community. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– tell, draw and write about self, family and community?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to tell, draw and write about self, family and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Portfolios

Students collect work samples that may include their drawings, writings and recorded talks, selected to show development over time. Have students explain their personal choices for their portfolios.

SAMPLE RESOURCES

- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 1: Які мої брати й сестри».
- World map.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 2

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 explore similarities among stories from oral, print, visual and multimedia texts from different communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Folk Tales and Fairy Tales

Students listen to several folk tales or fairy tales from various communities on a common theme and then complete a class chart to compare various aspects; e.g.,

- use graphic organizers such as Venn diagrams
- make charts detailing similarities and differences
- complete a fairy tale or folk tale chart listing the similar components found in most fairy tales. Students read several and fill in the chart together as the stories are read; e.g., *Пан Коцький*, *Лисичка та журавель*, *Півник і двоє мишенят*.

Назва	**Персонаж**	**Особливі фрази (Жили-були …)**	**Урок**

Sketched Responses

Students sketch their responses to a text they have listened to or read from another culture. They share their sketches with a partner and discuss how the story is similar to stories from their own culture.

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GRADE 2

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 explore similarities among stories from oral, print, visual and multimedia texts from different communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore similarities among stories from oral, print, visual and multimedia texts from different communities?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore similarities among stories from oral, print, visual and multimedia texts from different communities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore similarities among stories from oral, print, visual and multimedia texts from different communities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Ходіть зі мною!* Турко К. С., Ґрекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Інуіти», с. 137–178.
- *Пан Коцький*. Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.
- *Лисичка та журавель*. Коваль О. Київ: Альтернативи, 1997.
- *Півник і двоє мишенят*. Коваль О. Київ: Альтернативи, 1997.
- A collection of stories from different cultures
- Graphic organizers; e.g., Venn diagrams, compare/contrast charts (see sample blackline masters in Appendix D).

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 2

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play Interviews

Students portray characters in stories they have heard, read or viewed. Other students interview the characters, using interview questions developed with the class.

Response Journal

After reading or listening to a story, students respond in their journals by writing about the memories, feelings and personal experiences the story evoked.

He/she Reminds Me of ...

After reading a story or watching a video, have students discuss who the character reminds them of. Students then draw pictures of the character and the person they are reminded of and label the picture with things that are similar; e.g., characteristics, personality, actions.

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GRADE 2

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– connect aspects of stories and characters to personal feelings and experiences?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect aspects of stories and characters to personal feelings and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect aspects of stories and characters to personal feelings and experiences (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 3: Наші почуття».
- *Нова 1: Моя книга до читання й розмальовування 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45–54.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 2

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 participate in shared language experiences to celebrate individual and class achievements and cultural events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Easter

While studying Ukrainian Easter traditions, students learn an Easter spring dance (*hahilka*). They perform this dance in school.

Food Fair Menus

During a food fair, students prepare Ukrainian menus with illustrations to be posted on the wall.

Class Quilt

Students create quilt squares by drawing or painting pictures on paper or fabric and adding text about qualities they feel are important parts of themselves. Then they patch the pieces together to make a complete picture of the class that celebrates all students.

Student Bulletin Board

Designate a student bulletin board for acknowledging special peer contributions. Students suggest statements like the following and the teacher then posts them on the bulletin board.

Зразки записів на "Стенді Відзнаки"
Дата: _____ _____ Допоміг/ла групі, коли _____ _____ Підпис: _____
Дата: _____ Мені подобалося, коли (сподобалося, що) _____ _____ Підпис: _____
Дата: _____ Я мав/ла велике задоволення, коли _____ _____ Підпис: _____

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GRADE 2

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 participate in shared language experiences to celebrate individual and class achievements and cultural events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- participate in shared language experiences to celebrate individual and class achievements and cultural events?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in shared language experiences to celebrate individual and class achievements and cultural events. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Discuss students' favourite shared cultural experiences in groups. Encourage students to talk about other types of language experiences they could participate in to celebrate cultural events.

SAMPLE RESOURCES

- *Нова 2: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Діялог 5: Святий Миколай».
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 5: Ми були чемні».
- *Свята срібної зими.* Волосевич О. Львів: Аверс, 1998.
- *Буквар*. Луцик Д. В., Проць М.М., Савшак С. Львів: Світ, 2001.
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Дівочий хор Веснівка*. *Hahilky and Spring Ritual Songs* (audiocassette). Montreal, QC: Yevshan Communications, Inc.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 2

Specific Outcome

Cooperate with Others

Students will be able to:

5.2.1 cooperate in small groups.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Sentence Building
Students work in groups to create sentences, using vocabulary learned in class.

Role-play
Students work in small groups to create and present a restaurant dialogue.

Group Roles
Students take on roles within the classroom to demonstrate various skills needed for cooperative group structures. Group roles could include observer, summarizer, recorder, organizer, time keeper.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- cooperate in small groups?

☐ Observation Checklist
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to cooperate in small groups (see sample blackline master in Appendix E: Observation Checklist).

(continued)

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SAMPLE ASSESSMENT STRATEGIES *(continued)*

☐ Self-assessment Checklist

Students complete self-assessment checklists; e.g.,

Шкала оцінки праці в групі

Дата: _____ Члени групи: _____

(підпис кожного члена групи)

Зафарбуй клітинки, які характеризують працю в твоїй групі.

1. Ми добре використовуємо час і допомагаємо одне одному триматися завдання.

ЗАВЖДИ	ІНКОЛИ	МАЙЖЕ НІКОЛИ

2. Ми слухаємо одне одного.

ЗАВЖДИ	ІНКОЛИ	МАЙЖЕ НІКОЛИ

3. Ми заохочуємо одне одного.

ЗАВЖДИ	ІНКОЛИ	МАЙЖЕ НІКОЛИ

4. Ми завжди пропонуємо думки та ідеї.

ЗАВЖДИ	ІНКОЛИ	МАЙЖЕ НІКОЛИ

5. Ми допомагаємо всім членам групи зрозуміти завдання.

ЗАВЖДИ	ІНКОЛИ	МАЙЖЕ НІКОЛИ

6. Ми справедливо розподіляємо роботу.

ЗАВЖДИ	ІНКОЛИ	МАЙЖЕ НІКОЛИ

7. Ми допомагаємо одне одному зосередитися на виконанні завдання.

ЗАВЖДИ	ІНКОЛИ	МАЙЖЕ НІКОЛИ

Дай відповідь на запитання:

1. Наша група мала таку проблему: _____

_____

2. Ми вирішили цю проблему таким чином: _____

_____

SAMPLE RESOURCES

- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2*: *Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Казки про мудрих дітей*. Білаш О. Едмонтон: Лисичка-сестричка, 1988.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 2

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 contribute related ideas and information in whole-class and small-group activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Partner Information Exchange

Students take turns with a partner to learn how to listen and speak on a topic. One is the speaker and one is the listener. The speaker speaks on a topic for a set time. The listener reports some ideas presented by the speaker and then the listener and speaker change roles. The new speaker must speak on the same topic for a set time and not repeat anything the first speaker said.

Brainstorming

Invite students to contribute ideas and vocabulary on a theme in a brainstorming session; e.g., studying a social studies theme such as піонери. Students provide ideas on "Як колись жили піонери." Direct and prompt the responses when necessary.

Group KWL Charts

In small groups or as a large class, students complete a KWL chart. If working in small groups, students can use visuals for concepts they cannot scribe and the teacher can provide assistance.

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GRADE 2

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 contribute related ideas and information in whole-class and small-group activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– contribute related ideas and information in whole-class and small-group activities?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to contribute related ideas and information in whole-class and small-group activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to contribute related ideas and information in whole-class and small-group activities (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- KWL charts (see sample blackline master in Appendix D).

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 2

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 adjust own language use for different situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Practise Dialogues

Students practise a dialogue with one another, using the ти form. Then they act out the same dialogue, pretending they are talking to the principal, a store clerk or a friend's parent. Note the changes on the board.

Extension: Students practise dialogues of the following situations:
- speaking with familiar adults
- speaking with visitors
- making introductions of new friends
- eating dinner at a friend's house.

Role-plays

Provide opportunities for students to role-play situations that involve showing consideration and adjusting language to fit a variety of contexts. Students role-play to demonstrate acceptable language use when:
- speaking with familiar adults
- speaking with visitors
- making introductions of new friends
- asking permission at the office
- solving disputes or problems on the playground
- using the telephone to leave a message
- working in groups with younger students
- eating dinner at a friend's house.

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GRADE 2

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 adjust own language use for different situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– adjust own language use for different situations?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to adjust own language use for different situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Learning Logs

Students complete a self-reflection, using sentence starters; e.g.,

– I encouraged (name) _____ by saying _____.
– I helped (name) _____ by saying _____.
– (name) _____ encouraged me by saying _____.

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 2

Specific Outcome

Evaluate Group Process

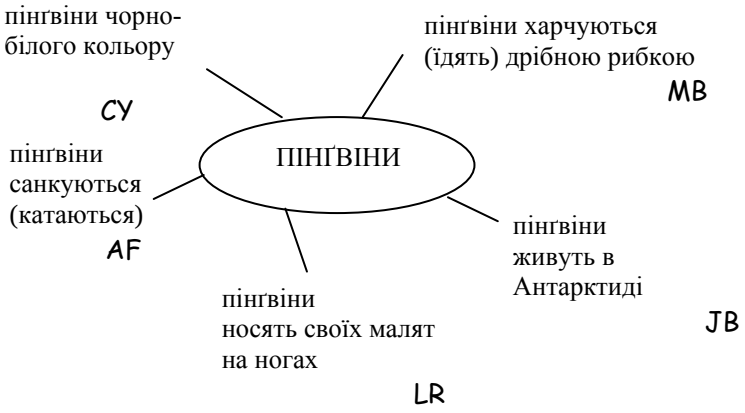
Students will be able to:

5.2.4 acknowledge the achievements of others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Contributions

Students contribute ideas to a group web. The teacher puts the students' initials by their ideas.



Things We Do Well

Students create a "Things We Do Well" chart with photographs, drawings or models accompanied by explanatory sentences; e.g.,

- Ми допомогли один одному/одна одній, коли _____.
- _____ (ім'я) допоміг/допомогла мені _____.
- Ми робимо _____ разом.

Achievement Vocabulary

Students are taught vocabulary that allows them to acknowledge the achievements of others. The class brainstorms and creates a language ladder; e.g.,

- Молодець! Ти це добре зробив/ла.
- Це мені допомогло. Дякую за поміч.
- Чи тобі допомогти? Треба співпрацювати.
- Я дякую тобі за допомогу.
- Я поясню. Поясни, будь ласка.

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GRADE **2**

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 acknowledge the achievements of others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- acknowledge the achievements of others?

☐ Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to acknowledge the achievements of others (see sample blackline master in Appendix E: Peer-assessment Checklist).

☐ Learning Logs

Have students respond to the achievements of others by completing prompts; e.g.,

- _____ really helped me when he/she _____.
- _____ is really good at _____.
- _____ made a really great _____, which I liked because _____.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- "Things We Do Well" chart.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 2

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 use, orally and in writing, the Ukrainian alphabet—consonants and vowels.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Syllable Ordering

Present the syllables of a word out of order. Students identify and correct the syllabic construction of the word.

Alphabet Alliteration

Students create silly alliteration sentences for a letter of the alphabet. These can be compiled and made into a book. Also, each student can contribute one or two sentences that can be recreated on the computer and formed into a class project. This can be posted on the school Web site and shared by others.

Personal Dictionaries

Have students maintain personal dictionaries featuring each letter of the alphabet.

Word Scrambles

When presented with scrambled words being studied in class, students unscramble the words and share their answers with a friend.

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GRADE 2

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 use, orally and in writing, the Ukrainian alphabet—consonants and vowels. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use, orally and in writing, the Ukrainian alphabet—consonants and vowels?

☐ Portfolios

Collect samples that demonstrate students' use of written form. Use these samples to observe their progression of sound and symbol usage and skills. Also look for transference of words from students' formal spelling program to their daily work.

☐ Quizzes

Use students' quiz results to observe patterns in errors to guide their instruction.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, orally and in writing, the Ukrainian alphabet—consonants and vowels. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Абетка*. Завальська Н. Симферопіль: АВДІ, 2000.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Сонечко: Абетка. Лічилки. Вірші. Загадки. Ребуси. Скоромовки*. Бойко Г. та інші. Донецьк: Сталкер, 2002.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Танцюють букви і числа*. Wedmedyk-Kap, V., Bilash, L. Ohio: AlexSon Publishing, 1988.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 2

Specific Outcome

Lexicon

Students will be able to:

6.1.2 experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Adding to and Changing

Have students add to and change existing text examples; e.g.,

- build on modelled sentences and functional phrases
- make changes to a familiar dialogue to produce a new dialogue
- use a familiar poem and make changes to key words; e.g., Іде, іде, дід.

Using Learned Vocabulary or Phrases

After the study of a theme, present students with an opportunity to use the vocabulary or phrases in a completely different context by involving them in different hands-on, realistic and/or constructive activities; e.g., dramatize, build, demonstrate, make, create a model, look at—something that they have not done in that theme.

Cooperative Vocabulary Activities

Buddy-up with another Grade 1 class that is studying a similar theme. Students participate in an activity, using the related vocabulary; e.g., students present a puppet play of a dialogue or text.

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GRADE 2

Specific Outcome

Lexicon

Students will be able to:

6.1.2 experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment (see sample blackline master in Appendix E: Observation Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Збірник для дітей*. Danylovych, A. Edmonton, AB: Ukrainian Women's Association of Canada, 1984.

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Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

Nouns
– accusative singular animate; e.g., *Степана*, *учня*
– genitive singular
– irregular plurals, including pluralia tantum, nominative; e.g., *двері*, *штани*, *окуляри*, *гроші*, *люди*, *діти*

Pronouns
– personal genitive; e.g., *мене*, *тебе*, *їх*
– demonstrative, possessive, interrogative
  • accusative singular inanimate and animate; e.g., *той/того*, *мою*, *яке*, *кого/що*
  • genitive singular; e.g., *того*, *моєї*, *якого*, *кого/чого*

Adjectives
– accusative singular animate; e.g., *доброго учня*
– genitive singular; e.g., *нового зошита*, *цікавої книжки*, *гарного авта*

Verbs
– future imperfective; e.g., *буду робити*, *будуть читати*
– modal verbs; e.g., *хотіти*, *мусити*, *могти*

Expressions
– date and year; e.g., *сьогодні третє вересня дві тисячі першого року*
– time; e.g., *перша тридцять*

Numerals
– 1–4 plus noun agreement; e.g., *дві книжки*, *три учні*
– ordinals 1–12; e.g., *перший*, *друга*, *дванадцята*

use, in **structured** situations, the following grammatical elements:

Nouns
– accusative singular inanimate
– genitive singular following negation
– locative singular

Pronouns
– personal accusative
– demonstrative, possessive, interrogative nominative singular and plural

Adjectives
– accusative singular inanimate

(continued)

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GRADE 2

Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

Specific Outcome

Grammatical Elements *(continued)*

Students will be able to:

use, in **structured** situations, the following grammatical elements:

Verbs
- present
- present of common reflexives
- imperative

Adverbs
- of location/direction
- of time; e.g., *сьогодні*, *завтра*, *щодня*

Expressions
- date
- interrogative; e.g., *куди*
- of appeal

Conjunctions
- coordinating; e.g., *а*, *але*, *або*, *бо*

use, **independently** and **consistently**, the following grammatical elements:

Nouns
- all genders
- nominative singular and plural
- vocative

Adjectives
- noun–adjective agreement
- nominative singular and plural

Adverbs
- of location
- to express weather conditions

Conjunctions
- coordinating; e.g., *і*, *ma*

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Simon Says Commands

Introduce and post common action verbs in the imperative form. Play Simon Says with the class, having them react appropriately to the various imperative commands given. Have student volunteers take turns as Simon and encourage them to use the various posted verbs in their imperative commands.

Memory Book

Have students illustrate and label a memory book based on a recent class experience. Encourage students to use a variety of nouns of all genders in nominative singular and plural.

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GRADE 2

Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років*. Свєтлова І. Є. Київ: АСТ-ПРЕСС-ДІК-СІ, 2001.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 2

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate and experiment with basic mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Copying

Students copy modelled work and create simple sentences.

Extension: Students copy or write letters to St. Nicholas to learn the use of uppercase letters.

Conjugating Vocabulary Verbs

Students study the conjugation of a familiar verb. They then choose another verb and write the endings, using a different colour.

Story Writing

Students create their own stories modelled on a familiar story; e.g., *Пурпурова плянета*.

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GRADE 2

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate and experiment with basic mechanical features. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– imitate and experiment with basic mechanical features?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to imitate and experiment with basic mechanical features (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Portfolios

Collect work samples from students to assess their progress in imitating and experimenting with basic mechanical features.

SAMPLE RESOURCES

- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мовна діяльність*. *Вправи для серії читанок Тут і там*. *Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.
- *Друзі*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі*. *Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Зошит для письма учня 1 класу*. *Частина 1*. Чорна М. М., Грабар Д. І. Львів: Афіша, 2000.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 2

Specific Outcome

Discourse Features

Students will be able to:

6.1.5 experiment with and use basic discourse features in oral and print texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Simple Conversations

Students, with guidance, produce a simple conversation, using two or more connected sentences.

Extension: Students participate in role-plays and puppet plays.

Extension: Students model good news or bad news, using the term на жаль (unfortunately).

Language Ladder

Students and the teacher create and continually add to a language ladder of basic discourse features that are frequently used or requested.

Letter Writing

Students participate in writing a letter to a Ukrainian student in another Ukrainian bilingual classroom.

Paragraph Writing

After brainstorming and categorizing ideas about fall, students construct a paragraph. Direct discussion on organization, topic sentences and supporting details.

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GRADE **2**

Specific Outcome

Discourse Features

Students will be able to:

6.1.5 experiment with and use basic discourse features in oral and print texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with and use basic discourse features in oral and print texts?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experiment with and use basic discourse features in oral and print texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to experiment with and use basic discourse features in oral and print texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Puppets.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 2

Specific Outcome

Listening

Students will be able to:

6.2.1 listen to and understand simple oral sentences in a variety of familiar situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Routine Classroom Directions

Repeatedly use key phrases and vocabulary to model routine classroom directions. Later, when students are familiar with the phrases, use these phrases in a variety of contexts.

Game Time

During class oral time, students learn how to tell time in Ukrainian and then play the game *Котра година, пане вовк*.

Extension: Students play charades and simple games; e.g., I Spy, Simon Says.

Audio Recordings

Present an audio recording and text to students for a listening activity; e.g., *Nova 2* songs.

Extension: Establish a listening centre for students.

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GRADE 2

Specific Outcome

Listening

Students will be able to:

6.2.1 listen to and understand simple oral sentences in a variety of familiar situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen to and understand simple oral sentences in a variety of familiar situations?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen to and understand simple oral sentences in a variety of familiar situations (see sample blackline master in Appendix E: Observation Checklist).

☐ Portfolios

Students' work samples are collected to assess their understanding of the material presented.

SAMPLE RESOURCES

- *Свята срібної зими.* Львів: Аверс, 1998.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мандрівна абетка.* Прокопець М. Львів: Аверс, 2000.
- *Християнський буквар. Навчально-пізнавальний посібник*. Француз А. Й. та інші. Івано-Франківськ: Таля, 1999.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.
- *Снігова пісня*. *Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Ой, що ж то за шум. The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Івасик-Телесик та друзі* (audiocassette). Boyan Theatre and Ralph Brown School English-Ukrainian Bilingual Program. Winnipeg, MB: Olha and Alexander Harkavyi.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE **2**

Specific Outcome

Speaking

Students will be able to:

6.2.2 produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Opportunities for Oral Production

Provide opportunities for students to produce a variety of oral sentences; e.g.,

- answer simple questions
- read, hear and repeat simple pattern sentences
- participate in puppetry
- participate in drama.

Show and Tell

Students participate in show and tell; e.g., they bring in artifacts related to the topic being studied and present their artifacts.

Picture Descriptions

Review previously learned *Nova* dialogues by showing the pictures and asking for sentences about the pictures.

Extension: Have students view a picture based on a familiar topic and each produce a sentence to describe the picture.

Student Sharing

Students share what they did on the weekend during a weekly sharing session or, to reinforce the use of reflexive verbs, students share their morning routine with a buddy.

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GRADE 2

Specific Outcome

Speaking

Students will be able to:

6.2.2 produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Нова 2: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 2

Specific Outcome

Reading

Students will be able to:

6.2.3 read and understand simple words and sentences in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Opportunities for Reading

Provide opportunities for students to participate in a variety of reading activities; e.g., reading

- pattern sentences
- sentences with three to five words on a familiar theme
- pattern or shape books
- picture dictionaries
- poems
- simple pattern sentences with an error or inappropriate word.

Sentence Strips

Students sequence sentence strips of a familiar dialogue or poem.

Extension: Students reconstruct a sentence that has been scrambled.

Reading Program

As part of a home reading program, students take home familiar texts to read to family members. This same text can be shared with a buddy reader from an older class.

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GRADE 2

Specific Outcome

Reading

Students will be able to:

6.2.3 read and understand simple words and sentences in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– read and understand simple words and sentences in structured situations?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to read and understand simple words and sentences in structured situations (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to read and understand simple words and sentences in structured situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Веселі задачі для дошкільнят*. Яловська О. Тернопіль: Мандрівець, 2000.
- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Букварик для малят*. Зеленська А. М. (упор.). Київ: Кобза, 2001.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 2

Specific Outcome

Writing

Students will be able to:

6.2.4 produce, with guidance, simple words and sentences on familiar topics.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Patterns

Have students produce pattern sentences; e.g.,

- follow a familiar story pattern, such as Пурпурова плянета, to write their own stories
- create flip books based on a theme, using repetitive sentence patterns.

Focus on Syllables

Students use syllabication skills to write unfamiliar words related to a familiar topic or theme.

Modelled Poems

Students change words to make their own poems.

Beginning, Middle and End

After hearing a familiar story, each student divides a piece of paper into thirds. Each section represents the beginning, middle and end of the story. Students write sentences representing each section and draw illustrations. Model this and the sentences until students are comfortable with the process.

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GRADE 2

Specific Outcome

Writing

Students will be able to:

6.2.4 produce, with guidance, simple words and sentences on familiar topics. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– produce, with guidance, simple words and sentences on familiar topics?

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, with guidance, simple words and sentences on familiar topics (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to produce, with guidance, simple words and sentences on familiar topics (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Коли я сам. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Коли я сама. When I'm Alone.* Schur, P. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Пурпурова плянета. The Purple Planet.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 2

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and representations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Videos

Students view a video on Ukrainian dance or a holiday celebration or a video of the school's winter concert.

Gallery Walk

Students bring in artifacts and establish a gallery walk based on the theme being studied; e.g., піонери.

Presentations

Organize opportunities for students to view presentations by older classes; e.g., shared songs, poems, dialogues.

Extension: Invite the Grade 1 class to present their dialogues to the class.

Extension: After making representations of a text, students present and share their representations.

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GRADE **2**

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and representations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– view and understand simple, familiar events and representations?

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to view and understand simple, familiar events and representations. Offer feedback, encouragement and praise as needed.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to view and understand simple, familiar events and representations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- Other Ukrainian bilingual classes.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE **2**

Specific Outcome

Representing

Students will be able to:

6.2.6 use a variety of forms to create simple representations of ideas, events and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Opportunities for Representing

Provide a variety of opportunities for students to create representations; e.g.,

- create paintings, pictures or sculptures to represent ideas, events, personal experiences or people
- dramatize a familiar text
- create mobiles based on a theme; e.g., моя родина
- create picture collages based on a theme; e.g., feelings, animals, food.

Student Rebus Sentences

After reading a rebus poem, students create rebus sentences; e.g.,



Field Trip Mural

After a field trip to a museum, students create a mural of what they saw. The class can be divided into small groups and subtopics to work on the murals.

Dioramas

Students create dioramas. They can either make models of their houses or rooms. Students can also work in small groups to create a display of a community.

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GRADE 2

Specific Outcome

Representing

Students will be able to:

6.2.6 use a variety of forms to create simple representations of ideas, events and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of forms to create simple representations of ideas, events and information?

☐ Portfolios

Students select work samples that show different ways they have represented ideas and information. They include reasons for choosing each work sample.

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to use a variety of forms to create simple representations of ideas, events and information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of forms to create simple representations of ideas, events and information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 2

Specific Outcome

Register

Students will be able to:

6.3.1 distinguish between formal and informal situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Surveys

Students brainstorm questions about leisure activities and conduct a survey of their classmates, using the ти form, with the teacher using the ви form.

Phone Calls

Students dramatize telephone conversations with different people in different situations.

Classroom Guests

Invite guests to visit the classroom and have students distinguish between language use in formal and informal situations.

Dramatic Presentations

After viewing samples of Ukrainian television programs, students dramatize:

- a weather report
- a sports event
- a news program.

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GRADE 2

Specific Outcome

Register

Students will be able to:

6.3.1 distinguish between formal and informal situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– distinguish between formal and informal situations?

☐ Conferences

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and together make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Video recordings of Ukrainian television programs; e.g., *Контакт*.
- Ukrainian-speaking guests.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 2

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use some simple idiomatic expressions as set phrases.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling and Practice

Model the use of idiomatic expressions as frequently as possible. Students then practise these expressions in role-play situations.

Table Manners Expressions

Students learn simple phrases related to table manners; e.g.,

- Подай/те, будь ласка, …
- Чи можна, будь ласка, подати …?
- Пробач/те
- Вибач/те
- Перепрошую.
- Всім смачного!

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GRADE 2

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use some simple idiomatic expressions as set phrases. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– understand and use some simple idiomatic expressions as set phrases?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand and use some simple idiomatic expressions as set phrases. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to understand and use some simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Сонечко: Абетка. Лічилки. Вірші. Загадки. Ребуси. Скоромовки*. Бойко Г. та інші. Донецьк: Сталкер, 2002.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 2

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 acknowledge individual differences in speech.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guest Speakers

Invite a guest speaker once a month to read to students. Guest speakers could include older students, other teachers, parents and community members. Discuss the different styles of speech of the different guest speakers.

Buddy Reading Program

Establish a buddy reading program with an older class. Encourage students to partner with a variety of different students.

Summary and Discussion

After viewing a video, the class summarizes the video, as a group, with guidance. The class then discusses the differences between the various speakers in the video; e.g., tone, speed, pitch.

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GRADE 2

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 acknowledge individual differences in speech. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– acknowledge individual differences in speech?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to acknowledge individual differences in speech. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to acknowledge individual differences in speech (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Коза Дереза* (videocassette). Vesnivka Choir and Toronto Dance Theatre. Toronto, ON: Black Sea Productions, 1981.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- Ukrainian-speaking guests.
- Other Ukrainian bilingual classes.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 2

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 use basic politeness conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cooperative Activities

The class brainstorms for behaviours that demonstrate politeness. This list is posted and serves as a reminder for students. Involve students in cooperative activities; e.g., sharing ideas and materials, group work. Encourage students to demonstrate the various politeness behaviours discussed.

Phone Politeness

Students role-play telephone conversations. They introduce themselves and have a simple conversation, using politeness conventions.

Polite Greetings

Encourage students to extend appropriate greetings to the teacher and others.

Dialogues

Students' attention is drawn to examples of basic politeness conventions used in the *Nova 2* dialogues and echo-acting routines. These serve as models for student role-plays in which students practise politeness conventions.

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GRADE 2

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 use basic politeness conventions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use basic politeness conventions?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use basic politeness conventions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use basic politeness conventions. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 2

Specific Outcome

Nonverbal Communication

Students will be able to:

6.3.5 experiment with using some simple nonverbal means of communication.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-playing Actions

Provide students with a series of sentences describing actions. They take turns role-playing an action and others guess what it is.

Nonverbal Activities

Encourage students to participate in a variety of nonverbal activities; e.g.,

- determine actions to a song or poem or mimic the teacher's actions
- dramatize a *Nova* dialogue without words.

Silent Period

The first five minutes of the day are silent. Students and the teacher communicate their needs, using any means except verbal.

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GRADE 2

Specific Outcome

Nonverbal Communication

Students will be able to:

6.3.5 experiment with using some simple nonverbal means of communication. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with using some simple nonverbal means of communication?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experiment with using some simple nonverbal means of communication. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Улюблені вірші*. *Вірші українських та іноземних поетів для малят від 2 до102.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1994.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE 2

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Transferring Knowledge

Have students transfer their knowledge of English rules of punctuation and note the differences between these rules versus Ukrainian rules. Give pairs of students similar samples of writing in English and Ukrainian. Have them note differences and similarities in punctuation between the samples. Students can use technological aids, e.g., computer spellcheckers (Ukrainian), to support learning.

Spelling Patterns

Teach students simple strategies for recognizing Ukrainian word endings. Have students group their vocabulary words in their personal dictionaries by spelling patterns.

Dictionaries

Students develop and maintain second language dictionaries with words learned through reading.

Extension: Students use a dictionary with syllables marked to empower them to build words.

Patterned Text

After learning a poem, song or repetitive story, students create their own texts, following the pattern. Use a phrase from the model and demonstrate how to incorporate these phrases as part of their daily speech or make changes to the phrase; e.g., Що за гамір? Що за шум?

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GRADE 2

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple cognitive strategies, with guidance, to enhance language learning?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Логіка*. Гавріна С. Е., Кутявіна Н. Л., Топоркова І. Г., Щербиніна С. В. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Веселі задачі для дошкільнят*. Яловська О. Тернопіль: Мандрівець, 2000.
- *Буквар*. Луцик Д. В., Проць М. М., Савшак С. Львів: Світ, 2001.
- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement*. Regina, SK: Saskatchewan Education, 1998.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE 2

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Discuss Understanding

Demonstrate for students how they learn; e.g., read a text and check for understanding. Then read the text with students and talk about how hearing and seeing what is written increases understanding.

Learning Logs

At various stages of a lesson (i.e., before, during and after), have students write about their learning in a log, including:

Before beginning a unit or lesson:
- What do I think I will learn?
- What do I already know about the topic?
- What do I hope we will do during this lesson?

During the lesson:
- What things have I enjoyed the most?
- What things do I have trouble with or need to work on?
- How can I improve?

After the lesson:
- What strategies did I use?
- What things do I still need to work on?
- How have I used what I learned outside of school?

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GRADE 2

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple metacognitive strategies, with guidance, to enhance language learning?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple metacognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.
- *Три ведмеді*. Турко К. Едмонтон: Міністерство освіти Альберти, 1977.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE 2

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling Self-correction

Self-correct after making a mistake and stop to discuss how taking a risk is important and making a mistake is part of the learning process.

Sharing Strategies

Discuss strategies that you used when learning Ukrainian or another second language; e.g., using self-talk to make yourself feel confident, using positive self-talk or humour to reduce anxiety, using self-correction, allowing yourself to make mistakes. Have students discuss the strategies and choose one to try in the future.

Students hear a story or watch a video about a character who is overcoming a personal struggle. Students and teachers discuss the story and how it relates to students learning.

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GRADE 2

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple social and affective strategies, with guidance, to enhance language learning?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE 2

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies, with guidance; e.g., indicate lack of understanding verbally or nonverbally.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Understanding Expressions

Students brainstorm phrases that express lack of understanding. They make posters or language ladders that include phrases such as:

- Поясніть, будь ласка, …
- Я не розумію.
- А що це …?

Extension: Model techniques that demonstrate lack of understanding; e.g., raising eyebrows, a puzzled look.

Conversing in Groups

Divide students into groups to have short conversations with each other on pets, hobbies, etc. Encourage students to use strategies such as interpreting nonverbal clues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, using circumlocution, repeating part of what someone has said to confirm understanding.

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GRADE 2

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies, with guidance; e.g., indicate lack of understanding verbally or nonverbally. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple interactive strategies, with guidance?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple interactive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple interactive strategies, with guidance (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Мій перший словник*. Palijiw, K. Toronto, ON: Ukrainian Teacher's Association of Canada, 1975.
- *Мово рідна, слово рідне!* Чумак Я. (ред.). Торонто: Українська книжка, 1986.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE **2**

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies, with guidance; e.g., use illustrations to aid reading comprehension.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Context Comprehension

Provide students with a list of words that they do not know. Then use the words in a sentence with gestures. Guide a discussion on how the context helped aid comprehension. A list of strategies to aid comprehension is recorded and posted in the classroom for reference.

Sequencing

Using the *Nova 2* program, text and illustrations, students sequence illustrations that have been scrambled.

Prediction

Before reading a text, have students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have students make predictions about what they expect to hear based on what they already know about the topic.

Sound-Symbol System

Have students learn to use the Ukrainian sound–symbol system to aid reading comprehension; e.g.,

- календар = calendar (English)
- **земл**етрус

  → **земл**я

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GRADE **2**

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies, with guidance; e.g., use illustrations to aid reading comprehension. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple interpretive strategies, with guidance?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple interpretive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple interpretive strategies, with guidance (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Зошит для письма. 2 клас*. Жуківська О. Львів: Світ, 2000.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE 2

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies, with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sentence Starters

Provide students with familiar sentence starters in written form that include key vocabulary for classroom routines. Have students complete the sentences to form a paragraph or list of instructions.

Repeating a Pattern

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have students repeat it. Write the line on the board and have students copy it. Complete an action for each line and have students copy it. Then have students use the sentence pattern to create their own poems and songs.

Clapping Rhythms

When learning new vocabulary on a specific theme, invite students to repeat the new words and phrases while clapping certain rhythms.

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GRADE **2**

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies, with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple productive strategies, with guidance?

☐ Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple productive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 2: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1993.
- *Друзі.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- *Друзі. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 2

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

The class participates in a brainstorming session on a familiar topic or experience. After brainstorming, students categorize and group their ideas.

Community Walk

After learning *Nova 2 Повтор-імітація 4: Моя дільниця*, students take a community walk. Present pictures of buildings in the community or assign a home project for each student to take a picture with the class camera.

Classification

Have students classify objects and ideas according to their attributes; e.g.,



Mnemonic Devices

Ask students to create a mnemonic device to remember grammar rules or vocabulary; e.g., a preposition song. The mnemonic devices are shared, and students choose the one they believe is the best. They use the device of their choice to remember the concept.

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GRADE **2**

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple cognitive strategies to enhance general learning?

☐ Conferences

Conference with students when doing a reading assessment or discussing a text to assess their ability to use simple cognitive strategies to enhance general learning.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple cognitive strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Веселі задачі для дошкільнят*. Яловська О. Тернопіль: Мандрівець, 2000.
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 4: Моя дільниця», «Повтор-імітація 7: Я печу торт».
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Digital or disposable camera.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 2

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Logs
Students make weekly entries in their personal Learning Logs.

Editing Checklists
Students use self-editing checklists to assist them when editing their writing.

Reading Logs
Students maintain simple reading logs by listing the titles and authors of Ukrainian books they have read as part of a home reading program.

Group Evaluation
Before beginning a group activity, have students work together to develop criteria for evaluating their own work. Have them write these criteria down and use them later in the self-assessment of their finished work.

Planning for a Task
Before beginning a task, the class plans the steps they will take to complete the task; e.g., students make a plan for a visit to a bilingual Kindergarten or Grade 1 class to present their play. The teacher jots down different jobs they need to do; e.g., making the backdrop, getting materials. They write down the process in their Learning Logs to check their own process and see if they have followed their plan.

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GRADE 2

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple metacognitive strategies to enhance general learning?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to use simple metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- Learning Logs.
- Reading Logs.
- Self-editing checklists.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 2

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorm

Invite students to brainstorm words and phrases that would assist them to work cooperatively with other students. Encourage students to use these phrases when involved in group work.

Word Sharing

Provide extrinsic motivators to help students build their intrinsic motivation; e.g., word of the day. Each student shares a word he or she learned or heard.

Free Time

Encourage students to experience Ukrainian during their free time; e.g.,

- listen to Ukrainian music or recorded stories
- borrow Ukrainian books from the library
- find community organizations and activities where they can participate and extend their learning.

Language Use

At the beginning of the year, discuss with students the benefits of learning Ukrainian. Students brainstorm for places where they hear or use the language. They maintain a personal chart of where they used the language other than the classroom.

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GRADE 2

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple social and affective strategies to enhance general learning?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Снігова пісня*. *Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Зачарована ялинка*. *The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton: Kazka Productions, 1988.
- *Зореплавці*. *Пісні для дітей*. *Zoreplavci. Songs for Children in Ukrainian* (audiocassette). Barna P., Andrusko A. (prods.). Yardley, PA: Pavilion Co., 1995.
- *Мірка й Оля*. *Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE **2**

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 express own self-concept, and extend that understanding to include new ideas and perspectives.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Self-expression

Have students participate in a variety of activities in which they express their own self-concept; e.g.,

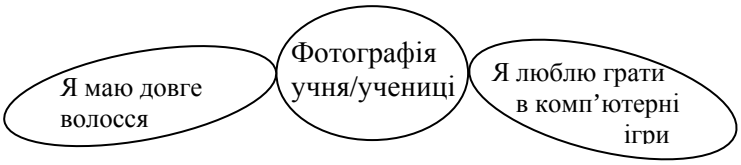
- talk about themselves (name, age, family)
- create self-portraits
- create compilation books about themselves that are worked on throughout the year
- create family crests.

Student Interviews

Each student is responsible for interviewing another student, using a modelled set of questions, and creating a poster describing the student.

Student Flowers

Students make flowers where each petal describes a feature or characteristic of themselves; e.g.,



Я

Make a large copy of Я for each student. Students cut pictures from magazines that describe their hobbies and interests. They cut and glue these pictures onto the Я. When completed, students present what they have created; e.g.,

- Це я.
- Мене звати_____.
- Я люблю _____.

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GRADE 2

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 express own self-concept, and extend that understanding to include new ideas and perspectives. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– express own self-concept, and extend that understanding to include new ideas and perspectives?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express own self-concept, and extend that understanding to include new ideas and perspectives. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with small groups about students' sharing of their concepts of themselves and their understanding of others' perceptions of them. Provide positive feedback and support to help students develop and expand these outcomes.

SAMPLE RESOURCES

- *Нова 2: Вправи для розвитку української мови до діялогів 1–13*. Білаш О., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1996.
- Magazines, catalogues, brochures.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE 2

Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 understand own place and importance in the home and school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparison Chart

Students make a comparison chart with illustrations and captions to demonstrate personal responsibilities at home and at school.

Class Book

Students create a class book on Ми разом працюємо.

Echo-acting Routines

Working with a reading partner, students read *Nova 2* acho-acting routines and discuss the main ideas.

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GRADE 2

Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 understand own place and importance in the home and school. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– understand own place and importance in the home and school?

☐ Conferences

Conference with students to discuss their understanding of their place and importance in the home and school.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand own place and importance in the home and school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 2: Повтор-імітація*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 2: Як я це роблю», «Повтор-імітація 5: Ми були чемні».
- *Пурпурова плянета*. *The Purple Planet*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE **2**

Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 participate in and appreciate Ukrainian language and cultural activities and traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Activities

Provide opportunities for students to participate in a variety of cultural activities; e.g.,

- embroidery
- egg painting
- cooking
- folk dances
- holidays
- songs
- poems
- ritual dances
- folk tales

Extension: Students make a small sheaf of wheat (дідух) for Christmas.

Ukrainian Music

Invite students to listen to a variety of Ukrainian folk, contemporary and classical music by Ukrainian composers. Students discuss their preferences.

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GRADE 2

Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 participate in and appreciate Ukrainian language and cultural activities and traditions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in and appreciate Ukrainian language and cultural activities and traditions?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in and appreciate Ukrainian language and cultural activities and traditions (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate in and appreciate Ukrainian language and cultural activities and traditions (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Свята срібної зими*. Львів: Аверс, 1998.
- *Буквар*. Луцик А. В. Львів: Світ, 2001, с. 4–22, 165–183.
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Християнський буквар. Навчально-пізнавальний посібник*. Француз А. Й. та інші. Івано-Франківськ: Таля,1999.
- *Нова 2: На допомогу вчителеві. Матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 2: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 7: Свята вечеря», «Повтор-імітація 13: Великодній кошик».

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE **2**

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 participate in and appreciate bilingual/multicultural educational activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Seniors' Concert

Students visit a Ukrainian seniors' home and present a concert for the seniors.

Cultural Exchange Program

Students participate in a cultural exchange program with another class or bilingual program. They teach each other and share songs, games, crafts, dances, foods.

Christmas Carolling

At Christmas, students go carolling to neighbours in the area or to a local mall or seniors' home.

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GRADE 2

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 participate in and appreciate bilingual/multicultural educational activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in and appreciate bilingual/multicultural educational activities?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in and appreciate bilingual/multicultural educational activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Learning Logs

Have students reflect on bilingual/multicultural educational activities by finishing sentence starters with a picture; e.g.,

- Я дещо прочитав/ла про _____.
- Я добре зрозумів/ла про _____.
- Я хотів би/ла б дізнатися також про такі речі _____.

SAMPLE RESOURCES

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections*. Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- Other classes or bilingual programs.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE **2**

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Christmas Traditions

While learning about Ukrainian Christmas traditions, students cook one of the 12 meatless dishes for Christmas Eve.

Extension: When learning about Ukrainian Christmas traditions, students learn how to weave decorations out of wheat and create traditional decorations for a class Christmas tree; e.g., горіхи, яблука, сушені ягоди.

Easter Traditions

Students learn about the significance of the Easter foods that were traditionally placed into an Easter basket and blessed. They participate in baking a паска and making a баран out of butter for their personal Easter baskets.

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GRADE 2

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Буквар*. Луцик А. В. Львів: Світ, 1999, с. 165–183.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE 2

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Traditions Then and Now

Students discuss differences in holiday traditions. A T-chart can be established, comparing then and now.

Ukrainian Videos

Students view Ukrainian videos reflecting life in contemporary Ukraine; e.g., celebrations, school. Videos should be age- and language-appropriate.

Extension: Invite a guest to share video clips or photographs and describe his or her visit to Ukraine.

Contemporary Music Rating

Invite students to listen to Ukrainian contemporary music on a daily basis. They record the names of the songs and the performing artists they listen to. Students rate their enjoyment of each song, using the five-star system.

Extension: Students listen to and sing along with recordings of Canadian-Ukrainian contemporary children's music.

Extension: Students borrow tapes or CDs from the school or class library and develop a top 10 recommended list for listening.

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GRADE 2

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in activities or experiences that reflect contemporary elements of Ukrainian language and culture?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary Ukrainian language and cultural activities.

SAMPLE RESOURCES

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.
- *Нова 2: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 2: Пісні* (комплект касет/компакт-диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998.
- *Ukrainian-English Bilingual Education. Arts Education K–3: Music Supplement.* Regina, SK: Saskatchewan Education, 1998.
- Assortment of Ukrainian children's musical selections.
- T-chart (see sample blackline master in Appendix D).
- Ukrainian-speaking community resource people.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE **2**

Specific Outcome

Diversity

Students will be able to:

7.2.3 recognize diverse elements of the Ukrainian language and culture in school and/or the local community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Holidays

When learning about holidays, students discuss differences in cultural traditions practised in their families. Students interview grandparents and discuss how they celebrated holidays when they were young.

Extension: Students conduct a survey of cultural backgrounds in the class or school, or survey the class for grandparents' birthplaces.

Traditions Interviews

When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents, asking how they celebrated Christmas or Easter when they were young. Students share the information they gathered with their classmates.

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GRADE 2

Specific Outcome

Diversity

Students will be able to:

7.2.3 recognize diverse elements of the Ukrainian language and culture in school and/or the local community. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize diverse elements of the Ukrainian language and culture in school and/or the local community?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize diverse elements of the Ukrainian language and culture in school and/or the local community (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize diverse elements of the Ukrainian language and culture in school and/or the local community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 1: Діялоги і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990, «Повтор-імітація 7: Свята вечеря», «Повтор-імітація 13: Великодній кошик».
- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 9: Уранці на Великдень».
- *Свята срібної зими*. Львів: Аверс, 1998.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE **2**

Specific Outcome

Change

Students will be able to:

7.2.4 gather information to demonstrate change within the Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Traditions Then and Now

Students interview parents or grandparents about changes in traditions or culture that they have experienced. They create a T-chart demonstrating then and now.

Ukrainian Culture Web

With assistance, students brainstorm and create a web on Ukrainian culture. They break into small groups and, focusing on one aspect, interview people, look at books and prepare a brief oral presentation on changes in Ukrainian culture; e.g., holidays, foods, music, dance, lifestyle, technology.

Ukrainian Museum Field Trip

Students visit a Ukrainian museum. After returning, they discuss differences and changes in Ukrainian culture.

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GRADE 2

Specific Outcome

Change

Students will be able to:

7.2.4 gather information to demonstrate change within the Ukrainian language and culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– gather information to demonstrate change within the Ukrainian language and culture?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to gather information to demonstrate change within the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to gather information to demonstrate change within the Ukrainian language and culture. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- Ukrainian museum; e.g., Ukrainian Cultural Heritage Village near Edmonton, Alberta.
- Graphic organizers; e.g., T-charts (see sample blackline masters in Appendix D).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE **2**

Specific Outcome

Positive Group Membership

Students will be able to:

7.3.1 practise consideration for others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Considerate Phrases

Students learn basic phrases; e.g.,

- Дякую. (Thank you.)
- Прошу! Будь ласка. (Please.)
- Вибачте. Перепрошую. (Sorry.)

Students practise using the phrases correctly and appropriately through short role-plays in the classroom.

Extension: Students play a game in which they go around the class to students in a row or group and say something considerate.

Cartoon Strips

Working with partners, students develop cartoon strips showing consideration for others.

Brainstorming

Lead students in a brainstorm of why everyone needs to be a responsible member of the class. Create a chart showing responsibilities everyone in the classroom has; e.g.,

Your Job Твоя/ваша робота Твої/ваші обов'язки	My Job Моя робота Мої обов'язки

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GRADE 2

Specific Outcome

Positive Group Membership

Students will be able to:

7.3.1 practise consideration for others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– practise consideration for others?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to practice consideration for others while working with partners and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Українські мовні ігри*. *Ukrainian Language Games*. Regina, SK: Saskatchewan Education, 1996.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE 2

Specific Outcome

Appreciating Diversity

Students will be able to:

7.3.2 recognize and appreciate diversity in the family, school and community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Exchanges

Arrange classroom or interschool exchanges to strengthen the sense of diversity within other cultures or bilingual programs. During these visits, the groups can share and compare holidays, traditions and foods. Students could also talk about their families and observe how the make-up of families may vary.

Extension: Students listen to presentations made by a variety of different guest speakers who visit the classroom.

Demonstrating Diversity

Demonstrate diversity in Ukrainian culture through introducing students to:

- costumes
- variations in language
- food
- dance
- music.

Extension: Use photographs, videos and pictures from books to demonstrate diversity. Bring in speakers who may be able to either demonstrate language variations or display artifacts; e.g., costumes.

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GRADE 2

Specific Outcome

Appreciating Diversity

Students will be able to:

7.3.2 recognize and appreciate diversity in the family, school and community. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize and appreciate diversity in the family, school and community?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize and appreciate diversity in the family, school and community (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize and appreciate diversity in the family, school and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Моя родина*. *My Family*. Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- *Казки та інші твори для дітей*. *Ukrainian Fairy Tales* (CD). Toronto, ON: SvitCom Inc., 1997.
- *Історія українського мистецтва в ілюстраціях*. *An Illustrated History of Ukrainian Art*. Szonk-Rusych, K. New York, NY: Shevchenko Scientific Society, 1978.
- *Український народний одяг*. *Ukainian Folk Costume*. Odarchenko, P., Carynnyk, H., Tytla, H., Stachiv, M., Lewycka-Barabach, M. J. (ills.). Toronto, ON: University of Toronto Press, 1992.
- Ukrainian-speaking community resource people.
- Other bilingual classes or programs.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE 2

Specific Outcome

Appreciating Similarity

Students will be able to:

7.3.3 recognize and appreciate similarities between self and others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Visiting Others

Students participate in interschool or interprogram visitations. Provide students with the opportunity to share and compare cultures with other classes or bilingual programs.

Extension: Invite other cultural groups to share information on their cultures. Students compare holidays, traditions and foods.

Comparing Stories

Students compare similarity in literature; e.g., *Попелюшка* (*Cinderella*), *Колобок* (*Gingerbread Man*), *Лисичка та журавель* (the Aesop's fable about Fox and Crane).

Y-chart

Students share how they celebrate special occasions. They create a Y-chart recording how these look, feel and sound.

Celebrations and Concerts

Encourage students to participate in or attend multicultural celebrations and concerts either during or after school hours. Students report back to their classmates about their experiences.

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GRADE 2

Specific Outcome

Appreciating Similarity

Students will be able to:

7.3.3 recognize and appreciate similarities between self and others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize and appreciate similarities between self and others?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize and appreciate similarities between self and others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize and appreciate similarities between self and others (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Лисичка та журавель*. Київ: Альтернативи, 1997.
- *Колобок*. Київ: Альтернативи, 1997.
- Y-chart (see sample blackline master in Appendix D).
- Multicultural celebrations and concerts.
- Other bilingual classes or programs.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE **2**

Specific Outcome

Contributing to Community

Students will be able to:

7.3.4 participate cooperatively in group activities, by contributing ideas and supporting others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Writing

In small groups, each student writes one of the following:
- person (people)
- place
- action
- time
- situation.

The groups then come together to compile a humorous skit. Consider providing cards with suggestions on a pocket chart.

Group Photographers

Using a digital camera, students walk around the school or community and capture pictures of Ми працюємо разом. They can then work together to write one-sentence captions or type captions on the computer. These can be published and distributed as part of the school newsletter.

Group Activities

Students participate in a variety of group activities; e.g.,
- making a mural
- dramatization
- cooking
- book or story study.

Before working, students establish roles and responsibilities for all group members.

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GRADE 2

Specific Outcome

Contributing to Community

Students will be able to:

7.3.4 participate cooperatively in group activities, by contributing ideas and supporting others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate cooperatively in group activities, by contributing ideas and supporting others?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate cooperatively in group activities, by contributing ideas and supporting others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate cooperatively in group activities, by contributing ideas and supporting others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 2: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 4: Моя дільниця», «Повтор-імітація 12: Фахи людей».
- Digital or disposable camera.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE 2

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom, school and community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Murals

Students draw or develop a mural depicting personal and social responsibility within the school, family, community and/or world.

Alternative Activity: Working in small groups, students draw or develop a mural depicting respect, cooperation and acceptance within the school, family, community and/or world.

Class List

Lead students in a discussion of responsibilities. Students add to a class list two items for which they are responsible in each environment; e.g.,

Коли я у школі	Коли я удома	Коли я надворі

Classroom Helpers

Invite students to act as classroom helpers. They learn the names of classroom helpers; e.g., бібліотекар, клясний сторож.

Community Service

Students participate in a community service project to demonstrate responsible citizenship; e.g., cleaning up the school yard or planting flowers around the school.

Project Planning and Reflection

Students participate in creating a plan for a project and reflect, with teacher guidance, on the success of the project. They provide input for creating a language experience story about the activity; e.g., Сьогодні учні з нашої кляси садили квіти навколо школи. Ми посадили червоні маки й сині волошки ...

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GRADE 2

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom, school and community. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate personal and social responsibility in the classroom, school and community?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate personal and social responsibility in the classroom, school and community (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate personal and social responsibility in the classroom, school and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 2: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Повтор-імітація 5: Ми були чемні», «Повтор-імітація 10: Де і що я роблю».
- An assortment of magazines, catalogues, flyers.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE 2

Specific Outcome

Interdependence

Students will be able to:

7.4.2 recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Partner Puzzles

Students work with a partner to solve a word search or crossword puzzle on a theme studied in class. Discuss how working together made it easier to solve the puzzles.

Cooperative Learning Groups

Working in cooperative learning groups, students discuss a playground event where an action of one spoils a game for others.

Extension: During a health lesson, lead students in a discussion on the roles of members of a household and how they work together.

Working Together Images

Students work in small groups to create a collage, using magazine pictures of people working together. They title their collage "Ми співпрацюємо."

Extension: Photograph students working and playing together. These photographs are made into a class booklet entitled "Разом." Simple captions can accompany the photographs.

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GRADE 2

Specific Outcome

Interdependence

Students will be able to:

7.4.2 recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others?

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Both during and after a group activity, discuss with students the roles and responsibilities of a group.

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Нова 2: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- Magazines.
- Digital or disposable camera.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE **2**

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Story Conflict

Students listen to a story with a conflict and discuss the resolution; e.g., read *Лисичка та журавель* and lead the class in a discussion of conflict and resolution and the importance of cooperation.

The Importance of Listening

Discuss the importance of listening to the opinions of others. Invite students to use a talking stick to ensure good listening. Only the person with the talking stick may speak.

Extension: Discuss conflicts that occur in the classroom and solutions to those conflicts, using the talking stick technique.

Conflict Chart

A conflict and resolution chart can be drafted with student input. When a conflict arises, students can review the necessary steps that should have been or need to be taken.

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GRADE **2**

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Лисичка та журавель*. Київ: Альтернативи, 1997.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE 2

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for improvement.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Self-evaluation

Working with teacher supervision, students create a self-evaluation where they rate their attitudes and achievements; e.g.,

- I always listen/Я завжди слухаю.
- I cooperate/Я співпрацюю.
- I complete my work/Я закінчую свою роботу.
- I always do my best/Я завжди добре працюю.

My Personal Strengths

After a discussion of personal strengths, students illustrate what they feel they do well; e.g.,

- Я добре вмію _____.
- Я хочу краще _____.

Goal Setting

Discuss with students various goals as a class; e.g., personal goals, academic goals, sports goals, family goals. Have each student choose a goal and create a graphic representation that depicts the goal and how they hope to achieve it.

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GRADE 2

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for improvement. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify personal strengths and areas for improvement?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify personal strengths and areas for improvement (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students to encourage them to share their personal strengths and areas for further development. Provide students with feedback and encouragement.

☐ Self-assessment Checklist and Goal-setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify personal strengths and areas for improvement. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

☐ Portfolios

Use the portfolios to examine the choices students have made that demonstrate their best work or growth. The portfolios can be used for further discussion with students. Discuss a variety of ways by which they can achieve their goals.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 3

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 describe personal observations, experiences and feelings.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Hobby Talk

At circle time, students talk about their hobbies and collections, using the plural form of nouns; e.g., Я збираю гокейні картки. Це мої гокейні картки. Я їх маю багато.

Extension: As a group, students listen to music, watch videos or slides, or look at pictures and then describe feelings related to their listening and viewing.

Scientific Observations

Students observe the growth of a plant. They each keep a daily record of its growth, then illustrate and label their observations; e.g., Як росте фасоля?

Journal Writing

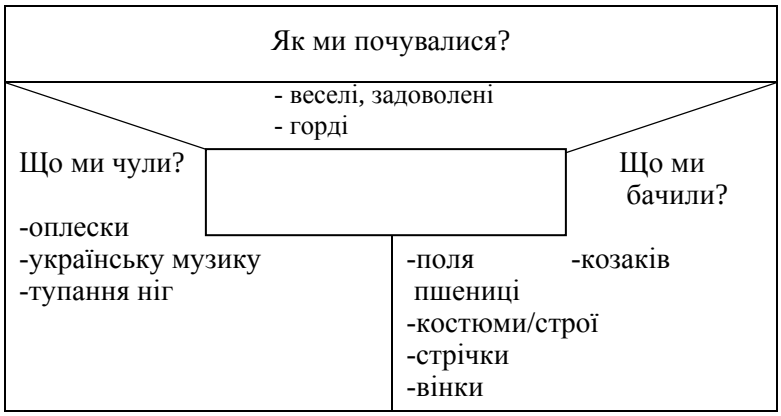
Students watch a video and, using sentence starters, write in their journals about their favourite parts or exciting events. They share their journal entries with a partner.

Час на розмову

Students participate in a daily activity called Час на розмову and talk about what they did on the weekend or previous evening. Alternatively, give a homework topic in which everyone must present an oral sentence on the following day; e.g., Моя родина.

Y-chart

During and after listening to a text, students sketch their observations, then share with a partner. They may also share their personal observations and feelings about a Ukrainian dance concert they attended. Student observations and feelings are recorded on a class Y-chart; e.g.,



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GRADE **3**

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 describe personal observations, experiences and feelings. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– describe personal observations, experiences and feelings?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to describe personal observations, experiences and feelings (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to describe personal observations, experiences and feelings. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to describe personal observations, experiences and feelings (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 3: Повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998.
- Y-chart (see sample blackline master in Appendix D).

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 3

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 consider others' ideas and observations to develop own personal understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Response

Students draw or sketch pictures to show how they feel about a specific topic introduced and discussed in class. They share their drawings in small groups. After their sharing, students add further details to their pictures.

Ми співпрацюємо

After participating in a group or paired activity, students record what they learned. This can be done in booklets entitled "Ми співпрацюємо" that can be added to once a week, or on a bulletin board of cutouts on which students place their observations.

Sharing Circle

Invite students to share their ideas about a topic of interest during a sharing circle activity. Every student is encouraged to speak and students are given time to reflect on what others have said.

Role-play

Working in small groups, students assume roles to act out situations that involve considering others' ideas; e.g., what game to play during recess, what to do after school.

Survey Scavenger Hunt

Introduce students to the language and pronunciation of a series of survey questions, then invite them to conduct a student scavenger hunt. Surveyors complete a form with statements in Ukrainian; e.g.,

Знайди ту особу, яка	**Підпис**
1. не любить котів	
2. любить грати в гокей	
3. любить дощ	

E-mail Sharing

Students e-mail another Ukrainian class, posing simple questions and sharing responses about a particular topic.

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GRADE **3**

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 consider others' ideas and observations to develop own personal understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– consider others' ideas and observations to develop own personal understanding?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to consider others' ideas and observations to develop own personal understanding (see sample blackline master in Appendix E: Observation Checklist).

Ім'я учня/ учениці	**Слухав/ла**	**Ставив/ла запитання**	**Охоче спілкувався/лась українською мовою**	**Дотримувався/ лась вимог завдання**

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to consider others' ideas and observations to develop own personal understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to consider others' ideas and observations to develop own personal understanding (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 3

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 experiment with language to express feelings, and talk about memorable experiences and events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Time Lines

Share a personal time line of memorable experiences or milestones and invite students to create personal time lines that depict memorable milestones in their lives. These milestones may be accompanied by personal sketches showing how students felt.★

Extension: Students record memorable experiences and events in their journals or Learning Logs, using the sentence starters provided.

Field Trip Photo Essay

During a field trip, use a digital camera to take pictures. Students can use the pictures to prepare a photo essay by arranging the photographs and writing captions about the field trip.

Alternative Activity: Invite students to share what they learned and what they found interesting from a recent field trip. These ideas are recorded on sheets that are posted in the classroom. Students use these ideas to help them complete a field trip summary sheet. They may include illustrations with accompanying captions.

Extension: Invite students to bring personal photographs from home that show memorable experiences and events. They write captions for these photographs and post them in the school or classroom.

5 Ws

After a holiday or long weekend, students are asked to prepare answers in Ukrainian, in note form, to respond orally in class. Each student writes the 5 Ws on a piece of paper. They find a partner and proceed to ask or answer one of the questions; e.g., Хто? Що? Де? Коли? Чому?

Extension: Students use a 5 W chart as a news planner in preparation for sharing personal news. This may be shared orally or in writing for a class newsletter.

★ Moline, 1995.

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GRADE **3**

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 experiment with language to express feelings, and talk about memorable experiences and events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with language to express feelings, and talk about memorable experiences and events?

☐ **Conferences**

Conference with students about how they shared personal feelings and experiences when creating their personal time lines. Provide positive feedback and support to help students develop and expand ways of expressing personal feelings.

☐ **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to experiment with language to express feelings, and talk about memorable experiences and events (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experiment with language to express feelings, and talk about memorable experiences and events (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Читання учням уголос
  - Щоденні мовні вправи—Мовні ігри, Народня творчість
  - Таблиці мовного досвіду
  - Розповіді за порядком
  - Щоденник
  - Письмові вправи
  - Навчальні куточки.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- Digital or disposable camera.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 3

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 explain why an oral, print, visual or multimedia text is a personal favourite.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Animated Cartoon or Movie

Students view a short animated cartoon or movie in Ukrainian. Invite them to share what they enjoyed about the cartoon or movie and record these ideas on poster paper. Elements such as characters, music and story line should be addressed. Using this vocabulary and sentence starters, students discuss their favourite animated movie with a partner; e.g.,

- Мій улюблений мультфільм _____.
- Мій улюблений персонаж _____.
- Мені сподобався цей мультфільм тому, що _____.

Favourite Web Sites

Students bookmark their favourite Web sites about a topic and then create a Ukrainian poster that advertises the Web sites, emphasizing why these sites are favourites.

Favourite Ukrainian Books

Students bring favourite Ukrainian books to class for a special display entitled "Наші улюблені книжки." They choose favourite Ukrainian books from the library and create advertisements for them, using illustrations, words and short phrases. The advertisements are then posted on the bulletin board in the library. Students use vocabulary lists in the classroom from a brainstorming activity to assist them in creating advertisements to promote their books.

Extension: Students write simple book reports on favourite books, using sentence starters; e.g., "My favourite part of this book was _____. The main character was _____." They share these book reports with their classmates.

Extension: Students each create a new cover for a favourite Ukrainian book or story.

Favourites Graph

Set up a graphing activity to record what students identify as a favourite oral, literary or media text of the week. Discussion follows about why these texts are favourites.

Sketching Favourites

Students sketch their favourite scene from a story they have heard, read or viewed. They display and give simple reasons for choosing the story and scene as their favourite, using vocabulary reviewed in class.

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GRADE 3

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 explain why an oral, print, visual or multimedia text is a personal favourite. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explain why an oral, print, visual or multimedia text is a personal favourite?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explain why an oral, print, visual or multimedia text is a personal favourite (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explain why an oral, print, visual or multimedia text is a personal favourite (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explain why an oral, print, visual or multimedia text is a personal favourite. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Самостійне читання мовчки.
- Computers with Internet access.
- Ukrainian Web sites; e.g., www.brama.com, www.infoukes.com.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE 3

Specific Outcome

Set Goals

Students will be able to:

1.1.5 develop a sense of self as reader, writer and illustrator.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reading Records

Students review their reading records at regular intervals and complete information slips to tell what they have accomplished and to set goals for the future; e.g.,

Місяць: _____
Ім'я: _____ . 1. Цього місяця я прочитав/ла ____ книжку/книжки/книжок. 2. Я поділився/лася _____ книжкою/книжками з моїми однокласниками. 3. Наступного місяця я прочитаю _____ книжку/книжки/ книжок. 4. Наступного місяця я поділюся книжкою/книжками з _____. 5. Коли я читаю, я добре вмію _____ 6. Я хочу краще _____.
Учительські коментарі:

Reading Strategies

Post strategies of effective readers so students can use these for setting goals; e.g., Я розглядаю малюнки й фотографії, щоб зрозуміти текст.

Success Posters

Following a discussion of behaviours that promote academic success, students create and display posters or bookmarks that describe successful listeners, speakers, readers, writers, viewers and illustrators.

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GRADE 3

Specific Outcome

Set Goals

Students will be able to:

1.1.5 develop a sense of self as reader, writer and illustrator. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- develop a sense of self as reader, writer and illustrator?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to develop a sense of self as reader, writer and illustrator (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to develop a sense of self as reader, writer and illustrator. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

☐ Conferences

Meet with students to determine how they are developing a sense of self as reader, writer and illustrator. These interviews may need to be conducted in English. Students may be asked to:
- describe language learning strategies
- tell why and how the strategies helped them
- tell why they use the various strategies
- describe what they can do well
- describe areas they would like to improve on.

SAMPLE RESOURCES

- *Pinka*. Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- Reading records.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 3

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 examine how new experiences, ideas and information connect to prior knowledge and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

View and Discuss

After viewing a variety of photographs, posters or pictures, students discuss similar activities or feelings; e.g.,

- Я так почувався/лася, коли …
- Наша школа ...
- Моя мама має таку працю …

For example, after listening to a story, one student might share his or her feelings of being afraid of the grandma's neighbour. This might remind another student about his or her feelings when he or she first started to play hockey, and so on.

Preparing for Fall

After reading and rehearsing the *Nova 3* dialogue 2 *Осінні роботи*, students describe their own experiences of how they prepare for fall.

Extension: Bring into class a collection of pictures and tools used for harvesting food. Students share what they know about these objects, make predictions and record new ideas and vocabulary.

Connected Words

Students are given six to nine words and asked to identify the relationship between the words in the cycle; e.g., капуста, морква, яблука, осінь, город, робота, помагати (осінні роботи). They may work with a partner to discuss the connections they made between the words.

KWL Chart

Working in small groups, students complete a KWL chart prior to, during and after the study of an assigned topic in class.

Word or Picture Splash

Students examine and discuss a collection of words and pictures related to a text or topic they will be studying in class. They make predictions about the text and share their personal knowledge and experiences about the topic with their classmates.

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GRADE **3**

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 examine how new experiences, ideas and information connect to prior knowledge and experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– examine how new experiences, ideas and information connect to prior knowledge and experiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to examine how new experiences, ideas and information connect to prior knowledge and experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

After viewing a variety of photographs, posters or pictures and discussing similar activities and feelings as a class, students write in their Learning Logs one of the responses they gave during the discussion. They add any further information. Respond to the logs personally with questions or suggestions to extend students' thinking and provide positive feedback.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to examine how new experiences, ideas and information connect to prior knowledge and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Повтор-імітації
  - Читання учням уголос
  - Таблиці мовного досвіду
  - Щоденник
  - Письмові вправи.
- *Нова 1: Моя книга до читання й розмальовування 4.* Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- KWL chart (see sample blackline master in Appendix D).
- Pictures of fall and harvest.

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 3

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 explain new experiences and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Hobbies

After reading the story *Гобі*, students can bring in and share their hobbies. They can then discuss what their hobby would be if they had to pick a new hobby.

New Games

Students talk about learning to play a new game at recess or make a variation of a game they are familiar with. They can then use a Venn diagram to compare the old version with the new version.

Community Field Trips

After a study of community workers, students participate in a variety of field trips to become familiar with the jobs performed by these workers; e.g., visit a post office, newspaper, store, police station. They each write a simple paragraph about what they want to be when they grow up, giving two or three reasons to support their choice.

Word Wall

Working together, students create a word wall related to a specific topic or theme. They brainstorm for words or phrases and record these on sticky notes that they place on a large wall chart.

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GRADE 3

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 explain new experiences and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- explain new experiences and ideas?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explain new experiences and ideas (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explain new experiences and ideas. Offer feedback, encouragement and praise as needed.

☐ Conferences

Conference with students one-on-one. They explain their understanding of new concepts covered in class.

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Навчальні куточки
  - Щоденні мовні вправи—Загадки
  - Таблиці мовного досвіду
  - Щоденник.
- *Нова 3: Читанка-сходинка*. *Один день з мого життя*. Білаш О., Бондарчук Р., Фодчук М. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.
- Venn diagram (see sample blackline master in Appendix D).

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 3

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information in more than one way to make sense for self and others.

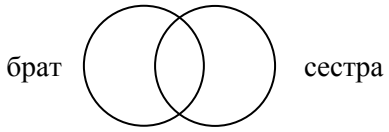
SAMPLE TEACHING AND LEARNING ACTIVITIES

Recipes

Students use illustrations, labels or hands-on materials to explain how to prepare their favourite foods; e.g., Взяти каструлю. They present their work in class.

Survey/Venn Diagram

Students prepare simple survey questions to determine the number of brothers and sisters their classmates have. After gathering the data, they use a Venn diagram to input data from the survey. They summarize the data in a chart.



Other survey topics may include:

- eye colour — колір очей
- favourite books — улюблені книжки
- favourite fruits — улюблені фрукти
- favourite movies — улюблені фільми.

Мають брата/сестру	Не мають брата/сестри

Story Maps

After having a number of different story maps modelled in class, students work in small groups to read, listen to or view a story and then present the study, using one of the story maps modelled.

Graphic Organizers

Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers; e.g., Venn diagrams, webs, mind maps and herringbone maps. Students practise organizing information from familiar texts, using a variety of graphic organizers.

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GRADE **3**

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information in more than one way to make sense for self and others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– arrange ideas and information in more than one way to make sense for self and others?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to arrange ideas and information in more than one way to make sense for self and others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Portfolios

Students select work samples that show different ways they have arranged ideas and information. They include reasons for choosing each work sample.

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Проблемні запитання, Народня творчість
  - Навчальні куточки.
- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- Graphic organizers; e.g., mind maps, webs, herringbones, Venn diagrams (see sample blackline master in Appendix D).

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General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE 3

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask questions to clarify and extend understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Essential Questions

Students assist the teacher in drafting a list of essential questions on a variety of survival themes; e.g., Де лазничка/фонтан? О котрій годині обід? Чи ви можете повторити?

Using Ukrainian, students ask questions during incidental conversations; e.g.,

- Коли буде перерва?
- Що ми будемо робити?
- Куди ми йдемо?
- Де мій олівець?
- Хто написав цю книжку?
- Чому Зенко плаче?

20 Questions

Invite students to practise asking questions by playing 20 Questions. A student brings in an object and says, "Угадай, що я маю." Others must ask questions about the object to guess what it is. These can also be objects that are part of the unit of study.

Interviewing

Students prepare interview questions for Ukrainian-speaking people about their jobs; e.g., community and government employees or family members.

Extension: Students generate interview questions on specific topics or themes for use in interviewing other Ukrainian bilingual students, classmates, teachers, family members or Ukrainian-speaking members in the community. Students may record their interviews for presentation.

Guess Who?

Review vocabulary to describe the physical characteristics of a person; e.g., hair colour, eye colour. Students practise asking questions about physical appearance; e.g.,

- Чи в нього сині очі?
- Чи в неї коричневе волосся?
- Чи він носить окуляри?

They practise vocabulary and asking questions by playing the board game Guess Who?

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GRADE **3**

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask questions to clarify and extend understanding.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask questions to clarify and extend understanding?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask questions to clarify and extend understanding (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask questions to clarify and extend understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to ask questions to clarify and extend understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Guess Who? board game by Milton Bradley.
- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- Ukrainian-speaking guests or people in the community.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 3

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge and personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Before, During and After

Before listening to, reading or viewing a text, students make sketches of predictions. During the text, they record their observations. After listening to, reading or viewing the text, they draw conclusions. They might use a chart for the activity; e.g.,

Перед читанням	Під час читання	Після читання

Extension: After a reading or viewing exercise, students share stories about their own experiences.

Pre-reading

Before reading a new story, students, working in small groups, are given three questions to activate their prior knowledge; e.g., if reading *Рукавичка*, ask students Яких лісових тварин ви знаєте? or Чи ви були колинебудь у лісі взимку?

KWL Chart

At the onset of a new theme or topic, invite students to contribute their knowledge and experiences to a class KWL chart.

Title Pages

At the onset of a new topic or theme, invite students to create title pages using symbols, words and phrases to display their prior knowledge and personal experiences with the topic.

Think Ahead

Before, during and after reading a story in class, model the think-ahead strategy. Make an overhead of the think-ahead chart and record predictions before reading, note connections while reading and check predictions after reading. While reading the text, stop to demonstrate what expert readers do and to verbalize what they think. Students work with a partner to practise using the think-ahead chart while reading a simple Ukrainian text.

Вгадай!	Злучи!	Перевір!
Про що буде оповідь?	Чому ти так думаєш?	Що дійсно сталося?

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GRADE 3

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge and personal experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- make connections among texts, prior knowledge and personal experiences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make connections among texts, prior knowledge and personal experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Discuss the connections students make among prior knowledge, personal experiences and the text. Interview students, posing questions such as:
- Яка тема книжки?
- Що тут станеться/відбудеться?
- Чому ти вважаєш, що це станеться?
- Що ти знаєш про цю тему?
- Чи з тобою колись відбувалося/сталося щось подібне?
- Чи це нагадує тобі іншу книжку/інший текст ?

SAMPLE RESOURCES

- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 3 На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Фізичне реагування на вказівки
  - Розповіді за порядком
  - Щоденник
  - Самостійне читання мовчки.
- KWL chart (see sample blackline master in Appendix D).

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 3

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 make and confirm predictions and inferences, and draw conclusions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Predictions from Illustrations

Invite students to study the illustrations from a new *Nova* dialogue that they will be studying. They make predictions, based on the illustrations, on what the dialogue will be about. After students have shared their ideas and predictions, read the script and confirm students' predictions.

Video Predictions

While viewing a video, students predict what might happen next. Having viewed the video, and using sentence starters provided by the teacher, students discuss their predictions and draw conclusions; e.g.,

- Я думав/ла, що ...
- Тепер я знаю, що ...

Predicting from the Title

Before reading a new story, the class discusses the title and predicts what the story might be about. Then show only the pictures. Students can draw conclusions and make inferences, then sketch and label their predictions and conclusions.

Story Predictions and Confirmation

While listening to a story or viewing a video, students sketch their thoughts about the story. They discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session.

Working in small groups, students use story maps to record key story elements as they read a story; e.g., characters, plot, setting, problem and solution. Story maps can be used to help students make and confirm predictions.

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GRADE 3

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 make and confirm predictions and inferences, and draw conclusions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and confirm predictions and inferences, and draw conclusions?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make and confirm predictions and inferences, and draw conclusions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Learning Logs

After viewing the video, students reflect on the process of predicting what might have occurred next as well as whether or not their prediction was correct. They then write about their comprehension processes. These entries may be open ended or structured according to framed sentences; e.g.,

- Коли я переглядаю _____.
- Це допомагає мені _____.
- Я краще розумію, коли я _____.

☐ Conferences

Conference with students to assess their knowledge, skills, strategies and attitudes. Use some of the following questions to guide the conferences:

- Why did you choose this text?
- What predictions did you make?
- Did you change your mind? Why?

Record students' responses. Date and include the context of the conference.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to make and confirm predictions and inferences, and draw conclusions (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком
  - Щоденні мовні вправи—Загадки
  - Навчальні куточки.
- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 3

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues, such as paragraphing and indentation, to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comprehension Strategies

Students talk about what they do when they come to a word they do not know; e.g.,

Student 1: I look at the picture on the page and see if that helps.

Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word is.

Student 3: I try to sound the word out first – especially if it's a word that's easy to sound out.

From this discussion, draft a list of strategies in Ukrainian, along with the posters, and post them in the classroom.

Examining Punctuation

Students read a passage that has no punctuation or quotation marks. Individually, they add punctuation and quotation marks where appropriate. They then form small groups, read their punctuated passages and discuss how the meaning of the passage changes because of the punctuation and its placement.

Extension: To find out what a character said to another character in a story, students look for the words in quotation marks and highlight them with a highlighter pen.

Extension: After silent reading, students reflect and comment on the types of punctuation marks they notice and how the punctuation marks add meaning to the story.

Textual Cues

Model how textual cues (e.g., titles, headings, tables of contents, glossaries, indexes, illustrations, graphics and signal words) help construct meaning. Students work in small groups and practise using textual cues when reading a new text.

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GRADE 3

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues, such as paragraphing and indentation, to construct and confirm meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use textual cues, such as paragraphing and indentation, to construct and confirm meaning?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use textual cues, such as paragraphing and indentation, to construct and confirm meaning (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Observe students' responses during individual and small group work to determine their use of textual cues. Then conference with students to determine how they were able to identify where punctuation and quotation marks needed to be placed. Conference questions may include:

– Розкажи мені про _____.
– Що підказує тобі, що (тут, в цьому місті)_____ потрібно поставити розділовий знак/знак питання?
– Розкажи мені, як _____.

SAMPLE RESOURCES

- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General Comprehension Strategies

GRADE 3

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cueing Systems

Syntactic Cues: refer to word order, rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.
Semantic Cues: refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world and experiences with various texts and content.
Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.
Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

Phonetics

While reading, a student sees an unfamiliar word. The student knows how to sound out enough of the word to predict the meaning, or to blend the sounds together to identify a whole word that has been heard before and makes sense in context.

Breaking Apart Words

When reading words in context, a student identifies a word by breaking it into parts or syllables, e.g., таб-ли-ця, associating sounds with each part and blending the sounds into the word таблиця.

Strategies

Students use a variety of strategies to improve their personal memory bank of common, grade-appropriate words; e.g., visual learners may try to “see” the word in colours or on an imaginary screen, kinesthetic learners may trace the words with a crayon or their finger or “air” write them.

Reading Aloud

Auditory learners may say the word and the letters out loud; e.g., 5 П

- Пропусти!
- Перечитай!
- Подумай!
- Подібні слова, склади, вислови
- Попроси!

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GRADE **3**

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Щоденні мовні вправи—Тайнописи.
- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 3

Specific Outcome

Experience Various Texts

Students will be able to:

2.2.1 participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD–ROMs, plays and fables.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Story Centre

Place texts that have been used for read-aloud activities in a story centre. Students read, reread and share texts with a partner and on their own. Encourage students to participate in an exchange with another bilingual language program where they can share music, stories and dances from their language of study.

Extension: When talking about a topic, students find other books and pictures, as well as other texts from home or the library related to the topic, to bring to class.

Read Alouds

Use the read-aloud strategy daily. Throughout the year, choose a variety of forms and genres. Following the read alouds, students engage in conversations about the experience. They keep a class chart to record the different forms of genres they have read.

Extension: Students listen to audio recording versions of stories commercially prepared or recorded by older Ukrainian students.

Stories from Different Cultures

Students listen to a number of versions of the same story to demonstrate how authors from different cultures create stories using the same plot; e.g., *Cinderella—Попелюшка* and *The Gingerbread Man—Колобок*. Students compare the different versions.

Extension: Students listen to a guest speaker who shares stories from his or her own cultural background.

Songs

While students examine the lyrics of a contemporary song, ask them to find familiar words to predict its possible content or theme. Point out key words to assist understanding of general meaning. Students work in groups to create movement sequences to accompany the song, mime the meaning as the song plays, or lip-sync with it.

Poetry Fun

Over the course of the year, students are introduced to a variety of simple poems, nonsense rhymes or tongue twisters in Ukrainian. As students become familiar with these works, the works can be used as prompts for various activities or simply to explore the language.

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GRADE **3**

Specific Outcome

Experience Various Texts

Students will be able to:

2.2.1 participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD–ROMs, plays and fables.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD–ROMs, plays and fables?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

Review students' Learning Logs to look for patterns in book selections and determine if students are choosing a variety of oral, literary and media texts that expand their experiences with forms, genres and cultural traditions. Observe students demonstrate an increasing confidence in appreciating a variety of texts.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Народня творчість
  - Читанки.
- *Байки Езопа*. *Aesop's Fables*. Чумак Я. (ред.). Торонто: Українська книжка, 1982.
- *Колобок. Українська народна казка.* Київ: Криниця, 2000.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- Fairy tales from other cultures translated into Ukrainian; e.g., *Cinderella—Попелюшка*.
- Ukrainian Web sites; e.g., www.oomRoom.ca
- Samples of Ukrainian greeting cards for a variety of occasions.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 3

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Compare and Contrast

Students work in small groups to read the story *Інуіти* from the reader *Ходімо зі мною!* Invite students to contribute ideas from the story to complete a compare-contrast form in which they compare and contrast their lives with the lives of the Inuit.

Murals

Students create a mural to depict cultural traditions they have encountered in texts. Include texts about Canada. They then create a mural about their own lives. The murals are placed side by side to allow for discussion of similarities and differences. Record similarities and differences on chart paper. Students write short summaries in their journals.

Pen Pals

Students establish pen pals via e-mail or letter correspondence with students in another community. They discuss their life and traditions with their pen pals and share their communications with their classmates.

Extension: Ukrainian speakers who have travelled abroad are invited to present oral and visual presentations depicting community life in another culture.

Venn Diagram

Students each interview a grandparent about his or her early life, using questions generated in class. They then share and compare their data with their classmates, using on a Venn diagram.

1. Мого діда/мою бабу звати _____.
2. Він народився/вона народилася в _____.
3. Мій дідо мав/моя баба мала _____брата/брати/братів і _____сестру/сестри/сестер.
4. Мій дідо жив/моя баба жила _____.

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GRADE **3**

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Learning Logs

Upon completion of the mural activity, students write in their Learning Logs, comparing their own experiences and traditions with those from the murals. Review the entries to determine students' skills in comparing their personal experiences and cultural traditions to those of others.

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Повтор-імітація 5: Убираємо ялинку», «Повтор-імітація 9: У харчовій крамниці».
- *Ходіть зі мною!* Турко К. С., Ґрекул Г. та інші. Едмонтон: Міністерство освіти Альберти, 1978.
- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods). Edmonton, AB: National Film Board of Canada, 1978.
- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1973.
- Venn diagram (see sample blackline master in Appendix D).

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE 3

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify mood created in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Alternative Moods

Have students identify (e.g., highlight, underline) in a text words that create a mood. They then rewrite the text by changing those mood words to create a new mood (e.g., from sad to cheerful).

Drawing from Description

After listening to a story, students draw their impression of a character without having seen the illustration in the book. After completing their pictures, they add five descriptive words. With teacher guidance, they examine how visual effects and auditory cues are used to create mood. They are encouraged to observe how both music and the sounds of nature create the mood in a variety of texts. Follow up with a discussion or allow students to write their reflections in their journals.

Audio Performances

Students choose a favourite Ukrainian text and prepare to record it, using effective narration, sound effects and background music.

Extension: Students work in small groups to prepare readers' theatre presentations, focusing on conveying emotion and mood through voice expression, background music and sound effects.

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GRADE **3**

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify mood created in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify mood created in oral, print, visual and multimedia texts?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify mood created in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Portfolios

Students choose samples of their work that convey emotion and mood; e.g., the audio recording that they prepared. They share their work with the teacher or another student and elicit feedback.

SAMPLE RESOURCES

- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 3

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparing Organization

A group of students looks through two or three types of text; e.g., magazines, storybooks, telephone directories or Web sites. They identify ways in which the texts are organized differently.

Story Traditions

Students recognize and identify traditional story beginnings; e.g.,

- Колись давно, давно ...
- Жили колись баба й дідо ...

Children's Magazines

Students work in small groups to review a collection of Ukrainian children's magazines. They look for and record different forms and genres; e.g., cartoons, puzzles, riddles, recipes, poems, letters, games, illustrations, jokes, instructions and informational articles.

Venn Diagrams

Invite students to study examples of genres provided to them on an overhead projector. Lead them in a discussion of how the genres are the same and different. Students' responses are recorded on a class Venn diagram.

Genre Guessing

Each day one student chooses a text form to read in class. Students guess the genre and give the rationale for their choice.

Extension: After students have been exposed to a variety of forms and texts, invite them to engage in a treasure hunt. A variety of text forms and genres are posted throughout the classroom. Students are asked to search for examples of each genre and text form listed on a treasure hunt form provided to them.

Letters

After studying the format used in writing friendly letters, provide students with a friendly letter that has been cut into sections—greeting, date, body, salutation. Invite students to apply their knowledge of friendly letter format and comprehension of text to correctly piece together the letter.

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GRADE 3

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize the distinguishing features of a variety of forms and texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize the distinguishing features of a variety of forms and texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students, using a specific form or genre familiar to students, to determine if they can identify the distinguishing features of a piece of text. Provide feedback and encouragement.

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to recognize the distinguishing features of a variety of forms and texts (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Байки Езопа*. *Aesop's Fables*. Чумак Я. (ред.). Торонто: Українська книжка, 1982.
- *Улюблені вірші. Популярні дитячі вірші українських поетів.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 2002.
- Українські дитячі журнали, напр., *Барвінок, Готуйсь!, Крилаті*.
- Newspaper articles.
- Samples of friendly letters in Ukrainian.
- Venn diagram (see sample blackline master in Appendix D).
- Ukrainian children's magazines.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 3

Specific Outcome

Techniques and Elements

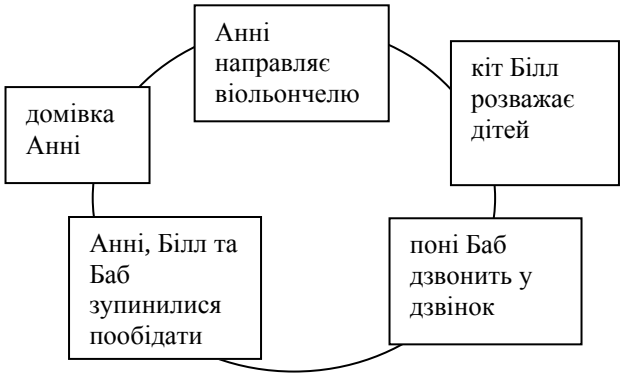
Students will be able to:

2.3.2 identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Circular Story Map

With the teacher's help students draws a circular map, labelling the events of a story read in class; e.g.,



Storyboards

Students work in small groups to present a storyboard representing the events of a story read in class, using illustrations and text.

Character Web

Students and the teacher create a web to describe the main character in the story *Стефан і величезна фасоля* read together in class; e.g.,



Sequencing

Students are given a sequence of pictures, with accompanying text, that they put in order and present to the class. Alternatively, they work in small groups to practise using story frames to sequence events in familiar stories.

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GRADE **3**

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters?

☐ Portfolio

Collect samples of sketched stories to assess students' ability to sequence events of a story effectively. Include the samples in students' portfolios.

☐ Checklist

Create a checklist to determine students' developing skills in identifying and retelling the elements of an informational or narrative text; e.g.,

Аркуш спостереження

Ім'я: _____

	Дата: _____ Назва: _____	Дата: _____ Назва: _____	Дата: _____ Назва: _____	Дата: _____ Назва: _____	Дата: _____ Назва: _____
Визначає час і місце дії/оточення					
Називає головних персонажів					
Визначає головну проблему оповідання					
Правильно відтворює порядок, за яким відбуваються події					
Пояснює, як було вирішено проблему					
Описує закінчення оповідання					
Демонструє розуміння тексту					

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком.
- *Стефан і величезна фасоля*. Koszarycz, H. Edmonton, AB: Alberta Parents for Ukrainian Education Society, 1991.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 3

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 build knowledge of word patterns and commonalities in word families.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Families

Students generate word families by listing words that relate to a word pattern; e.g., грає, співає, стає, дає. They discuss unfamiliar words in the list.

Roots and Endings

Students are provided with a short text. They are then given a time limit to search for words with similar roots or endings. They present their lists and the class discusses commonalities.

Word Wall

Students and the teacher select important and interesting words that correspond with a theme topic to display on a word wall. Words may be clustered or grouped in meaningful ways; e.g., verbs, adjectives, nouns, gender. Students refer to the word wall during classroom conversations.

Dictionaries

Students record interesting new words in personal dictionaries or picture dictionaries. They periodically review their lists and illustrations to identify and discuss their favourites.

Word of the Day

With student input, choose a Word of the Day. Discuss the other words that students know that are similar to the new word. At various times of the day, e.g., leaving for recess, lunch break or at the end of the day, students must repeat the new word and use it in a sentence.

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GRADE **3**

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 build knowledge of word patterns and commonalities in word families. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– build knowledge of word patterns and commonalities in word families?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to build knowledge of word patterns and commonalities in word families (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Students review their compositions and their contributions to the vocabulary self-selection activity to assess their own abilities to locate and learn to use new and interesting words. Students may complete self-assessment checklists; e.g.,

Мої нові слова	
Ім'я: _____	Дата: _____
Учнівські коментарі	Учительські коментарі
Найцікавіше слово, що я вивчив/ла цього тижня, було ...	
Я вживав/ла це слово ...	
Я можу вивчити більше слів, якщо ...	

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Повтор-імітація
  - Вірші й ребуси
  - Щоденні мовні вправи—Загадки, Народня творчість
  - Читання учням уголос.
- *Крокодил у краватці їсть кавун у коробці. Хрестиківки для дітей та молоді.* Баєр Фаркавець І. Торонто: Колосок, 2001.
- *Буквар. Підручник для першого класу початкової школи*. Чорна М. М., Грабар Д. І. Львів: Афіша, 2000.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

GRADE 3

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Poetry

Students listen to predictable, repetitive poems and recognize how the poet uses words and letters to create rhythm. They identify phrases and patterns that are repeated. Record these on a chart posted in the classroom.

Extension: Students practise a choral reading of a poem and discuss the best ways to stress the repetitive lines.

Extension: After reading a poem, students create sound effects that approximate vocabulary in the poem. They dramatize the poem, using the sound effects they created.

Tongue Twisters

In groups, students share selected tongue twisters. They practise reciting some tongue twisters to present to another class; e.g., Соня сіла слухати.

Story Response

After listening to a story, students work with a partner to list the words that were especially interesting or fun and that added humour to the story.

Riddles

On a weekly basis, invite students to solve Ukrainian riddles on themes that are familiar to them.

Folk Songs

Invite students to listen to audio recordings of children's folk songs in the listening centre. Students may show their appreciation for and interpretation of their favourite songs by illustrating them for a gallery walk. Students may also create original folk songs.

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GRADE **3**

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Portfolios

Students choose work samples, including video and audio recordings, that show how they have experimented with language and created humour.

☐ Conferences

Conference with students to discuss their favourite work samples or activities that illustrate how they used language and images to create effect and humour.

SAMPLE RESOURCES

- *Нова 3: Вірші і* ребуси. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Пісні* (комплект касет). Білаш О. (упор.). Едмонтон: Методичний кабінет української мови, 1995.
- *Нова 3: На допомогу вшителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Мовні ігри, Народня творчість.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Колобок*. Київ: Криниця, 2000.
- *Улюблені вірші. Популярні дитячі вірші українських поетів.* Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 2002.
- *Скоромовка не для вовка*. Чубай Г. Київ: Веселка, 1990.
- Скоромовки на веб-сайті http://abetka.ukrlife.org/skoromov.html.

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General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

GRADE 3

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

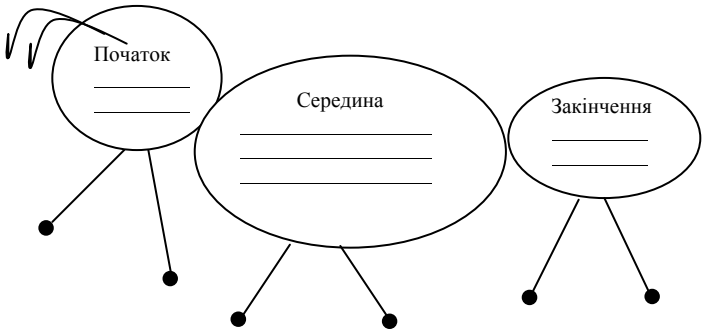
Шанувати природу

Groups of students share information about Шанувати природу. One group creates a poster, using a computer publishing program; another group creates a diorama; another does a dramatization.

Visual Organizers

Students use visuals to help them remember the idea of a beginning, middle and end; e.g.,

Схема оповідання "Комаха"



Story Starters Brainstorming

Students brainstorm for interesting story beginnings and post them on chart paper or on a classroom bulletin board.

Alternative Activity: Students, as a class, brainstorm ideas for stories. They then choose one from each plot element and create a story; e.g.,

Місце дії	Персонаж	Проблема
– у лісі	– песик	– загубив ключі
– у хаті	– сестра	– б'ються
– у школі	– поліцист	– загубився

New Texts from Models

Students write original texts modelled after the patterns found in favourite poems, repetitive stories or simple folk tales. For students requiring extra support, templates may be provided by the teacher.

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GRADE **3**

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– create original texts to communicate and demonstrate understanding of forms and techniques?

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Observation Checklist).

☐ **Conferences**

Conference with students to discuss their original texts. They are asked to explain the forms and techniques tried. Provide feedback and encourage the use of other techniques.

☐ **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Колобок. Українська народна казка.* Київ: Криниця, 2000.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 3

Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 identify and categorize personal knowledge and experience of a topic to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Theme Brainstorming

Students work in small groups to choose a topic of common interest and list everything they know about it. Then they list ideas and facts on cards and group them into categories. They label each category, review the information to identify gaps and question each other to add further information. Each small group then shares information with the class. Further ideas may be generated to create a collective knowledge base of personal ideas. Students use graphic organizers to organize the information.

Knowledge Notes

Students list personal ideas and information on a topic of interest on sticky notes. Each idea is written on a separate piece of paper. Students cluster or group similar or related ideas and label each category. As a class, they review their ideas and information and ask questions to identify information gaps.

KWL Chart

Students use the K section (what I know) of the KWL chart to record what they think they know about a topic. Working with the teacher, they share their K list, identify information gaps and record these as questions in the W (what I want to find out) section.

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GRADE **3**

Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 identify and categorize personal knowledge and experience of a topic to determine information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify and categorize personal knowledge and experience of a topic to determine information needs?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and categorize personal knowledge and experience of a topic to determine information needs (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment

Students review their graphic organizers to assess their prior knowledge of a specific topic. The following checklist may be used to guide students' self-assessment:

Плянування дослідження

Ім'я: _____ Дата: _____

Тема: _____

1. Я записав/ла _____ думку/думки/думок на цю тему.	Так	Ні
2. Я поділився/лась своїми думками/ідеями з партнером.	Так	Ні
3. Я додав/ла _____ думку/думки/думок після обговорення з партнером.	Так	Ні
4. Я думаю над своїми ідеями/думками, щоб переконатися в їхній правильності.	Так	Ні
5. Я долучив/ла ті думки/ідеї, правильність яких я мушу перевірити.	Так	Ні
6. Моя найкраща думка/ідея, це— _____		

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Діялоги
  - Читання учням уголос
  - Щоденні мовні вправи—Загадки
  - Письмові вправи.

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Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions, and identify and communicate information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Animal Questions

Invite students to brainstorm specific questions they have about an animal; e.g., Де живе? Що їсть? Яких має ворогів? Як виглядає? They look for answers in sources such as nonfiction books, pictures, videos, Web sites.

KWL Chart

In a class project, students decide what is important for them to know. They add questions to the list of other questions on the bulletin board, using a KWL chart.

Class Survey

Students conduct a survey of their classmates or other classes on a question of particular interest; e.g., preferred recess activities (Що ти любиш робити під час перерви?). They create a language ladder of questions.

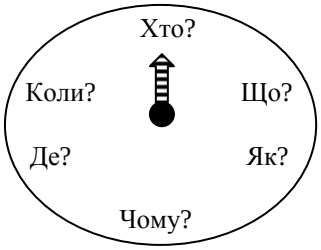
Interviewing

Students pose as television reporters and ask questions or conduct interviews with characters from the *Nova* dialogues under study.

Extension: Prior to having a guest speaker in, students generate questions they wish to ask.

Question Wheel

Students review how to ask appropriate questions by watching and listening as the teacher models how to develop and ask these questions, using a question wheel. Students practise asking and generating questions, using the word indicated by the arrow. They can ask topic-appropriate questions by deciding on a familiar topic prior to using the question wheel; e.g., a sport, animal, hobby. Student questions generated on the topic of hockey, for example, may include Хто любить грати в гокей?



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GRADE **3**

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions, and identify and communicate information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask topic-appropriate questions, and identify and communicate information needs?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask topic-appropriate questions, and identify and communicate information needs (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Conference with students about the questions they asked on their KWL charts and in their surveys and interviews. Guide students to ask appropriate questions for their informational needs.

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- KWL chart (see sample blackline master in Appendix D).
- Ukrainian guest speakers.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 3

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute information in group discussions to assist in group understanding of a topic or task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Occupations Discussion

Students share information about different occupations to complete a class chart on occupations in the community.

Group Information Sharing

In groups, students find an article, picture, book, Web site or CD–ROM that relates to the topic being studied. They share and compare the information they found to determine what is most useful to their purpose.

Group Leaders

Students enlist the use of group leaders when doing group work. Every day, group members take a turn being the leader. The leader is given a list for tracking expectations.

Class Web

Students explore and make observations about a topic they are studying. Invite them to record or sketch key ideas, thoughts, feelings, words or phrases and questions about this topic, set up on a large class web posted in the classroom. The key ideas and other elements may be recorded on moveable pieces of paper (e.g., sticky notes) to allow for categorizing and clustering.

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GRADE **3**

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute information in group discussions to assist in group understanding of a topic or task. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– contribute information in group discussions to assist in group understanding of a topic or task?

☐ Observation Checklist

Record observations on a checklist based on students' ability to share personal knowledge and ideas with classmates. Also include their ability to ask questions to identify information needs when the class engages in a group inquiry. Date and include the context of each observation and use the data to inform instruction.

☐ Conferences

Conference with students to discuss their contributions to group discussions and participation in class activities; e.g., class webs, inside–outside circles and .

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Читання учням уголос
  - Щоденні мовні вправи—Загадки.
- Charts and graphic organizers (see sample blackline masters in Appendix D).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE 3

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow a sequential plan for accessing and gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KHWL Chart

Students use an adaptation of the KWL chart called a KHWL chart where the H (How am I going to learn this?) column has been inserted. Students use the H column to record possible sources of information to answer each question in the W (What do I want to find out?) column.

Project Time Line

Students prepare a time line for a project.

Inquiry Response Sheets

Invite students to complete inquiry response sheets to assist them in researching the information needed to answer assigned questions; e.g.,

Запитання до дослідження	
Моє запитання таке: _____	
Речі, які я вже знаю: 1. 2. 3.	
Я пляную отримати додаткову інформацію з:	
Джерела	Інформація, яку я знайшов/ла в цих джерелах
1. 2.	1. 2.
Нова інформація, яку я знайшов/ла: 1. 2. 3.	

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GRADE **3**

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow a sequential plan for accessing and gathering information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recall and follow a sequential plan for accessing and gathering information?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recall and follow a sequential plan for accessing and gathering information (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

Students record personal accomplishments and reflections in their Learning Logs at the end of each inquiry period. The focus of the entries may include statements such as:

– Сьогодні я ...
– Мені було цікаво ...
– Мені ще треба ...

Review these entries and provide positive feedback and support where needed.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recall and follow a sequential plan for accessing and gathering information (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- KWL chart (see sample blackline master in Appendix D).
- Inquiry response sheets.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 3

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record and share personal knowledge of a topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dialogue Journals

Students use dialogue journals to communicate with peers, parents or teachers to explain information they acquired during a listening, reading or viewing activity. The selected partner responds to the ideas and information the journal writer has expressed.

Gallery Walk

Students bring in objects that represent a topic under study; e.g., Осінь, Обжинки, Наша громада. They then do a gallery walk, recording observations and questions about the objects displayed.

Learning Logs

Students use their Learning Logs to consolidate, question or review what they have learned when researching a topic of interest. For this activity to be carried out in Ukrainian, students may respond to prompts provided, using vocabulary that was reviewed in class. Some prompts may include:

- Я навчився/лася …
- Я знайшов/ла …
- Мені було цікаво …

Presentations

Students gather required information on a topic; e.g., осінь, наша школа. From short notes recorded on a web, they write facts into complete sentences with teacher guidance. They may add graphics, pictures and illustrations to create a presentation that they share with classmates or students in another Ukrainian class.

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GRADE **3**

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record and share personal knowledge of a topic. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– record and share personal knowledge of a topic?

☐ Learning Logs

Respond to students' dialogue journals and Learning Logs to help them identify and clarify their understanding of specific concepts and topics. Use affirming statements to help students realize that their own knowledge and experiences are sources of information.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to record and share personal knowledge of a topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with students about their work in progress to determine how students record and share information.

☐ Portfolios

Review work samples to determine if students have made progress in developing skills and strategies for identifying and sharing personal knowledge as well as knowledge related to experience. Samples may include brainstorming and fact-storming.

SAMPLE RESOURCES

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 3

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 access information, using a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Dictionary

Students use a thematic picture dictionary to translate words and to gather and organize information on a topic under study; e.g.,

Хата

- кухня
- вітальня
- родинна кімната
- спальня
- балкон/веранда
- коридор
- лазничка/туалет
- ванна кімната.

KWHL Chart

Model for students how to prepare a plan for inquiry using a KWHL chart (see Specific Outcome 3.1.4). When gathering data, students record the resources they used on a resources checklist provided to them by the teacher.

Alternative Activity: Invite students to record personal knowledge of a topic on a graphic organizer and to review the information to determine their information gaps. With teacher guidance, students generate interview questions they will ask their peers to help fill these gaps.

Research Cards

Students use research cards when gathering information on a topic under study. Invite them to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. He or she records the source on the front of the card and the information found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.

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GRADE **3**

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 access information, using a variety of sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– access information, using a variety of sources?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to access information, using a variety of sources (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students about the sources they used to answer their inquiry or research questions. Encourage and coach students to use a variety of sources. Conference with them individually during each step of the inquiry process.

☐ Self-assessment Checklist

Students reflect on their progress in using a variety of sources when accessing information in Ukrainian on a specific topic. They complete the following information sheet to show the progress of their inquiries.

Що ми знаємо/Що я знаю	
Ім'я: _____ Дата: _____	
Що ми знаємо/Що я знаю про	Звідки ми дізналися/Звідки я дізнався/лась про
Як ми використаємо/Як я використаю цю інформацію?	

SAMPLE RESOURCES

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- Graphic organizers; e.g., herringbone map, KWL chart (see sample blackline masters in Appendix D).
- Ukrainian Knowledge Internet Portal (UKiP) at www.ukip.ca includes a picture file on Ukrainian immigrants.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 3

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 match information to inquiry or research needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Index Cards

Invite students to record information gained from various sources on index cards. Ask students to reread and categorize the information. They might arrange their cards by using various organizational patterns; e.g., chronological, spatial. Students work in pairs to determine which information is relevant, which can be discarded and which could be saved for future use.

Sources Chart

Make and post a classroom chart to help students choose appropriate sources. Instruct and guide students as they use the chart for gathering information. They use individual copies of the chart to help them select relevant sources; e.g.,

Критерії для оцінювання джерел

- Назва
- Ім'я автора
- Дата видання
- Реальність чи вигадка
- Вміщена інформація, виражена в таких формах–малюнки, текст, таблиці, графіки

Chart

Students use sticky notes and label their data on a chart provided. A sample chart could include:



Сміття! Не потрібно.



Скарб! Дуже потрібно.



Затримай! Може бути потрібно.

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GRADE **3**

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 match information to inquiry or research needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– match information to inquiry or research needs?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to match information to inquiry or research needs (see sample blackline master in Appendix E: Observation Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to match information to inquiry or research needs (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 3

Specific Outcome

Access Information

Students will be able to:

3.2.4 use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Captions, Diagrams and Pictures

Have students look at pictures, diagrams, graphs, headings and subheadings to determine text content. During read-aloud or shared reading sessions, lead discussions about why captions, diagrams or pictures are included in the text and if the information presented is appropriate and accurate. Verbalize thinking to model how information in pictures, diagrams, headings and subheadings is used.

Internet Search

Students do an Internet search and learn how to narrow the selection. They learn that if they click on the "back" button while searching the Internet, they return to the previous site or page. Invite students to help generate a class list of key words to look for when searching for information on a specific topic; e.g., dinosaurs – eats, size, protection, lives…. Students colour code key words, using highlighter pens.

Table of Contents

Make an overhead of the table of contents from a nonfiction book and review necessary vocabulary; e.g., зміст, заголовок. Students discuss what information would be found, what would not be found or on what page specific information could be located.

Treasure Hunt Game

Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions and the index in a treasure hunt game. They participate in the game by working in small groups or in pairs to locate information to answer questions. Questions may include:

– На котрій сторінці починається оповідання?
– На котрій сторінці знаходиться словничок?

Auditory Cues

Model and encourage students to attend to auditory cues (e.g., music volume, repetition, pacing, as well as emphasis on signaling important information) when listening to and viewing Ukrainian media productions; e.g., commercials, radio programs, news broadcasts.

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GRADE **3**

Specific Outcome

Access Information

Students will be able to:

3.2.4 use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas while searching the Internet for information on a certain topic (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Велика ілюстрована енциклопедія школяра.* Київ: Махаон–Україна, 2000.
- *Тут і там* reading series. Turko, X. C. et. al Edmonton, AB: Alberta Education, 1975–1980.
- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- Ukrainian Knowledge Internet Portal (UKiP) at www.ukip.ca.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE 3

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 determine the main ideas in information, using prior knowledge, predictions and connections.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Headings

Students use headings and subheadings to help identify main ideas in an informational text. They underline the sentence that best describes the main idea in a paragraph or underline the key words in a sentence.

Herringbone Map

Invite students to share their prior knowledge on a topic of interest. Then read aloud a short informational passage on this topic. Use a herringbone map to help students identify the main ideas. They work in small groups to complete the maps.

Role-play Discussion

Two students role-play a telephone conversation, using a prepared script. Directed by the teacher, classmates discuss the gist of the conversation and decide on the main idea.

Picture Prediction

Students observe a series of pictures from a new *Nova* dialogue, then discuss and list what they see in each picture. They work together to look for connections among the pictures and use this information to generate a main idea.

Listening for Main Ideas

Students listen to a Ukrainian folk tale or short informational audio recording. They sketch the main idea of the text and meet in small groups to share their sketches.

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GRADE **3**

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 determine the main ideas in information, using prior knowledge, predictions and connections. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– determine the main ideas in information, using prior knowledge, predictions and connections?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to determine the main ideas in information, using prior knowledge, predictions and connections (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Conference with students as they use sources to research information for answering inquiry questions. During the conferences, determine if students are able to identify the main idea in the texts they are using. Provide positive feedback and guidance.

SAMPLE RESOURCES

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3*: *На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Розповіді за порядком.
- Graphic organizers; e.g., herringbone maps, KWL charts (see sample blackline masters in Appendix D).

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Specific Outcome

Organize Information

Students will be able to:

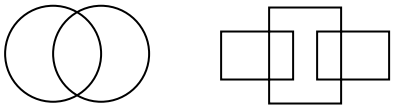
3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing.

SAMPLE TEACHING AND LEARNING ACTIVITIES

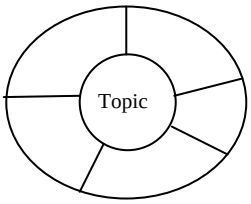
Graphic Organizers

Students use a variety of graphic organizers to organize the information they gathered to answer inquiry or research questions; e.g.,

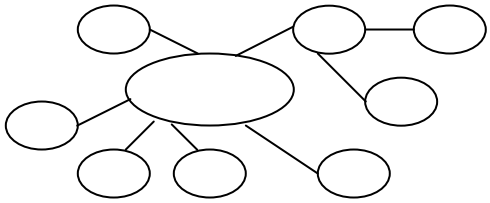
Venn Diagrams



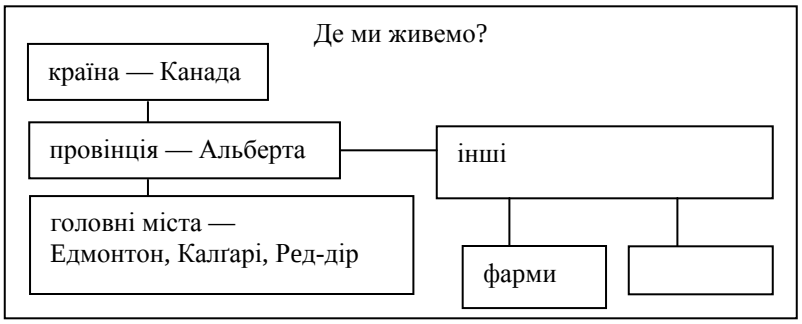
Sequence Circle



Mind Map



Hierarchical Organizer



Students watch and listen as the teacher models how to use a variety of graphic organizers. They determine the type of organizer that would be most appropriate.

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GRADE 3

Specific Outcome

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing?

☐ Portfolios

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with students, using graphic organizers and visual representations. Invite students to share how they organized their ideas and information.

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Читання учням уголос
  - Щоденні мовні вправи—Загадки.
- Computer picture paint programs.
- Graphic organizers (see sample blackline masters in Appendix D).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 3

Specific Outcome

Record Information

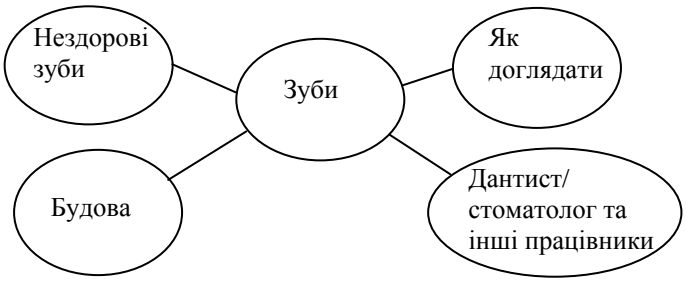
Students will be able to:

3.3.2 record facts and ideas, using a variety of strategies; and list authors and titles of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Information Webs

Students record information about a topic, using a web. They use only key words, phrases and/or images; e.g.,



Key Words and Phrases

Model the process of selecting key words and phrases by using markers in different colours to show the relationships between or among ideas. Key words relating to the same category of information are colour coded. Students may require extensive guided practice and support to learn to identify key words and phrases in a variety of texts.

Extension: After reading a text, a student makes five notes in point form, using only key words about the topic. The student then adds the title of the book and the name of the author to the class chart.

Circle Information Presentation

Students gather information on a topic; e.g., frogs, from print, videos and pictures. They display the information in a graphic format, using two paper or cardboard circles – one smaller with a pie shape cut out – attached together in the centre with a fastener. Students choose categories of information, record them on the outside edge of the larger circle and add one or two appropriate facts under each category. Students then turn the inside wheel to reveal different facts about the topic.

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GRADE **3**

Specific Outcome

Record Information

Students will be able to:

3.3.2 record facts and ideas, using a variety of strategies; and list authors and titles of sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– record facts and ideas, using a variety of strategies; and list authors and titles of sources?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record facts and ideas, using a variety of strategies; and list authors and titles of sources (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask students why they chose a particular organizational method for their notes. Use students' Learning Logs to discuss a match between the questions posed and the notes compiled to answer them.

☐ Portfolios

Students complete self-reflection sheets explaining why they chose a particular piece of work for their portfolios; e.g.,

Запис і організація інформації

Ім'я: _____ Дата: _____

Назва проєкту: _____

1. Я вживав/ла _____ для запису інформації.
2. Я вживав/ла _____ для організації інформації.
3. Я добре зробив/ла дві речі:
   а) _____
   б) _____
4. Я міг би /могла б покращити _____

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Читання учням уголос.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерсвто совіти Альберти, 1996.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 3

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Problem-solving Model

Using a graphic organizer, model the process of problem solving and critical thinking to evaluate and identify gaps in gathered information. Use questions to guide students to evaluate the data; e.g.,

- What is the inquiry question?
- What are the predictions or possible answers to the question?
- What information was found to support the prediction?
- Does the information answer the question?
- Is more information needed?
- Does the question need to be changed?
- What was learned so far?

Class Chart Discussion

As the class shares information to be recorded on a class chart, students decide if suggested new information should be added or if the idea has already been recorded.

Peer Discussion

Students share with their peers information gathered to date on a topic. Peers and the teacher question, comment and suggest areas where more information is needed.

Collect and Categorize

Students work in small groups or pairs to collect information in notes, information cards or research cards. They read and think about their questions as they sort the information into three possible categories:

- Сміття: information that is irrelevant
- Скарби: information that is suitable
- Затримати: information that may be useful at a later time.

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GRADE 3

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Conference with students to discuss their work in progress. Ask questions about the suitability of the information collected and provide feedback and guidance.

SAMPLE RESOURCES

- Graphic organizers; e.g., herringbone maps, KWL charts (see sample blackline masters in Appendix D).

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General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize, Record and Assess

GRADE 3

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Research Checklist

The class develops a research checklist to determine information needs during the research process and to assess the research experience and skills; e.g.,

Проведення дослідження: самоперевірка

Ім'я: _____ Дата: _____

Назва дослідження: _____

Плянування

_____ Я зрозумів/ла тему дослідження.
_____ Я ставив/ла запитання по темі.
_____ Я обрав/ла плян.

Збирання інформації

_____ Я ознайомився/лась з інформаційними джерелами.
_____ Я знайшов/ла інформацію.
_____ Я обрав/ла найкращі джерела.

Запис інформації

_____ Під час запису інформації я робив/ла нотатки.
_____ Я записав/ла інформацію власними словами.
_____ Я погрупував/ла інформацію по категоріях.
_____ Я зберіг/ла найціннішу інформацію в кожній категорії.
_____ Я додав/ла більше інформації там, де вона була потрібною.

Міркування/роздуми про мою роботу

_____ Я рухався/лась згідно мого пляну.
_____ Я відповів/ла на власні запитання.

Я вивчив/ла такі нові речі: _____
Мені ще потрібно працювати над: _____

KWL Chart

Model how to use a KWL chart to record information. Analyze the recorded information by asking questions about information still required.

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GRADE **3**

Specific Outcome

Evaluate Information

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use gathered information and questions to review and add to knowledge?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use gathered information and questions to review and add to knowledge. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with students, using the research checklist along with work samples. Provide feedback on whether their self-reflection on the research checklist corresponds with their daily work. Provide guidance and direction for future work.

☐ Learning Logs

Students include in their portfolios completed research and inquiry projects. They reflect on the entire research process and make suggestions for future work in their Learning Logs.

Проведення дослідження: самооцінка

Ім'я: _____ Дата: _____

Назва дослідження: _____

1. Найкращі досягнення я мав/ла під час:
   _____ плянування дослідження
   _____ збирання інформації
   _____ запису інформації.
2. Я вважаю це найбільшим досягненням тому, що _____
   _____
3. Мені ще потрібно працювати над _____
   _____

SAMPLE RESOURCES

- Graphic organizers; e.g., herringbone maps, KWL charts (see sample blackline masters in Appendix D).

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 3

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals.

Extension: Generate a cluster web about a topic on chart paper.

Sticky Notes

When studying a specific topic, have students record facts on sticky notes. As a class, they arrange their sticky notes in subcategories.

Collage

When studying a topic, students each make a collage depicting an idea. Then they write a sentence or two about their idea.

Describing Pictures

Invite students to each choose a page from a thematic picture dictionary to study. They write descriptions based on the information on the page. As a follow-up, students may make labelled diagrams of common objects from their daily lives; e.g., their bedrooms. Students use these diagrams to write descriptions.

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GRADE **3**

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, print and visual texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– generate and contribute ideas on particular topics for oral, print and visual texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to generate and contribute ideas on particular topics for oral, print and visual texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Use student work samples and observations to provide feedback regarding students' skills in generating and contributing ideas.

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Ритмічні вправи
  - Розповіді за порядком
  - Щоденник
  - Навчальні куточки
  - Щоденні мовні вправи—Запитання й відповіді для розвитку мови, Загадки, Мовні ігри.
- *Незвичайна енциклопедія тварин*. Київ: Махаон–Україна, 2002.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 3

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Survey Poster
After surveying classmates about their favourite books, students make a poster showing a graph of the data and the top three favourite books in the class.

Family Stories
Students prepare and share a favourite family story with the class, using photographs or props to help them. They are encouraged to consider facial expressions, voice intonation and body language.

Murals
After reading a published narrative story or informational text, students communicate by creating murals to represent the story. If it is to be a group project, give students time to plan the murals and discuss roles.

Comic Strips
Students prepare comic strips on their own or fill in sentences in blank bubbles on familiar themes. The comic strips are created and presented to students in lower grades.

Interview Videos
Students present video clips of interviews conducted with Ukrainian-speaking relatives about family traditions.

Greeting Cards
After students have studied a selection of Ukrainian greeting cards and identified some common expressions, they create cards for classmates or family members.

Reader's Theatre
Students work in small groups to choose a story they are familiar with and prepare a readers' theatre presentation. Each student assumes a character's role and practises facial expressions and voice intonation for effect.

Extension: Students work in small groups to create a puppet play of a *Nova* 3 dialogue under study.

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GRADE **3**

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of text forms for particular audiences and purposes?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Portfolios

Students choose pieces they have composed for a variety of audiences. They are encouraged to include sample planners with their final work.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Щоденні мовні вправи—Мовні ігри, напр., шаради; Народня творчість, напр., скоромовки.
- Puppets.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE 3

Specific Outcome

Organize Ideas

Students will be able to:

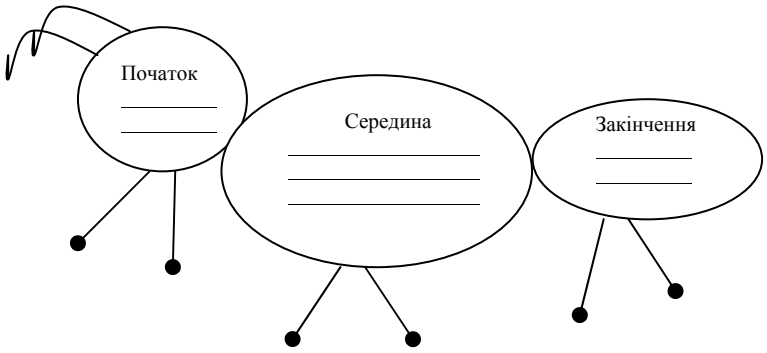
4.1.3 arrange ideas in own oral, print and visual texts, using organizers.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Graphic Organizers

Students use visuals and graphic organizers, introduced and modelled by the teacher, to help them remember the idea of a beginning, middle and end; e.g.,

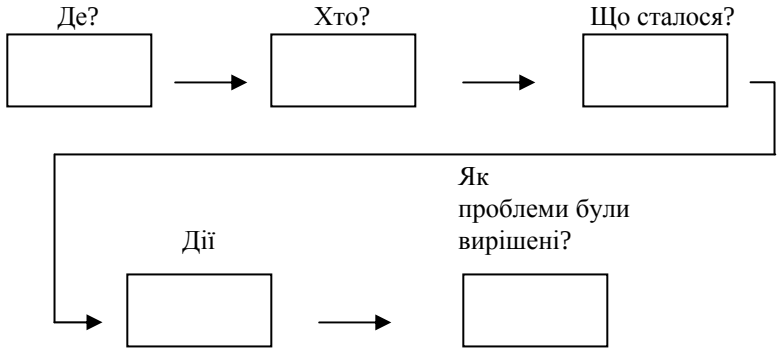
Схема оповідання "Комаха"



Plot Chart

Students fill in a plot chart when creating a story; e.g.,

Схема побудови сюжету



Extension: Students read a story and organize information into a plot chart provided by the teacher.

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GRADE 3

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 arrange ideas in own oral, print and visual texts, using organizers. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– arrange ideas in own oral, print and visual texts, using organizers?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to arrange ideas in own oral, print and visual texts, using organizers (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to arrange ideas in own oral, print and visual texts, using organizers (see sample blackline master in Appendix E: Self-assessment Rating Scale).

☐ Conferences

Conference with students to assist, direct and assess their use of graphic organizers to develop and plan personal work.

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Розповіді за порядком.
- Graphic organizers (see sample blackline masters in Appendix D).

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 3

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations with peers, and respond to questions or comments.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Research Poster

Students work in pairs to create a research poster complete with information, graphics and pictures. They present these posters to a small group of students and answer questions from the audience after each presentation.

Peer Conferencing

When involved in writing activities, students are given the opportunity to peer conference before and after, and sometimes even during, the writing process. Provide guidelines, criteria or peer-assessment sheets.

Poetry Sharing

Students create simple poems on a particular theme, using a model. They share the poems with their peers and invite feedback.

Sharing Group Posters

After learning Halloween vocabulary and safe Halloween practices through the *Nova 3* dialogue *Приготування до Галовіну*, students work in small groups to prepare a poster on Halloween safety. The groups visit other Ukrainian classes to share their safety rules prior to Halloween.

Author's Chair

Students share their own stories and creations in a daily author's chair activity. They respond to the sharing by providing feedback in the form of "Two Hurrahs and a Wish."

Extension: Students read their stories to another Ukrainian class as part of a buddy reading program.

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GRADE **3**

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations with peers, and respond to questions or comments. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
– share own stories and creations with peers, and respond to questions or comments?

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share own stories and creations with peers, and respond to questions or comments (see sample blackline master in Appendix E: Observation Checklist).

☐ **Peer-assessment Checklist**
With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to share own stories and creations with peers, and respond to questions or comments (see sample blackline master in Appendix E: Peer-assessment Checklist).

☐ **Conferences**
Conference with students to discuss the pre-established guidelines for creating, sharing and responding to original texts.

☐ **Rubric**
Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to share own stories and creations with peers, and respond to questions or comments (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 3: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 3: Приготування до Галовіну».

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 3

Specific Outcome

Revise Content

Students will be able to:

4.2.2 revise own ideas to accommodate new ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Revising a Short Story

A student opens a short story on the computer or a piece from his or her writing folder that was written earlier in the year. The student likes the idea of this short story and decides to make it longer and more interesting. With the teacher's guidance, more text is added and some changes made so that the story reads better.

Bare Sentences

Provide students with a number of bare-bones sentences. In pairs, they add and combine information to make the sentences more interesting; e.g.,

Киця бавиться

↓

Мала киця бавиться м'ячем.

Each pair of students shares their new sentences with other students.

Editing and Revising Checklist

Have students develop and use a checklist for editing and revising.

Think-aloud

Model revision procedures, using think-aloud to clarify meaning by adding, deleting or rearranging ideas and information. After receiving written permission, provide enlarged copies of grade-appropriate samples (no names) and use the overhead projector to demonstrate how to revise. Then provide guided revision practice, using short pieces of writing. Repeat guided practice frequently with the whole class, small groups and individual students. The number of revisions for each piece of text should be limited.

Revisiting an Early Text

The student writes a text early in the year. He or she is encouraged to revisit his or her draft text throughout the year and make substantial changes. Peer conferencing on the composing process is suggested, using checklists created by the teacher and students.

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GRADE **3**

Specific Outcome

Revise Content

Students will be able to:

4.2.2 revise own ideas to accommodate new ideas and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– revise own ideas to accommodate new ideas and information?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to revise own ideas to accommodate new ideas and information (see sample blackline master in Appendix E: Observation Checklist).

☐ Portfolios

Students select work samples that show their skills in making revisions. All draft copies and related checklists should be included with these pieces. Have students provide simple annotations telling why the particular pieces were selected.

☐ Self-assessment Checklist

Students assess their revising skills according to a checklist; e.g.,

Перегляд роботи: самоперевірка		
Ім'я: _____ Дата: _____		
Назва роботи:	Так	Ні
Я прочитав/ла свій твір уголос.	Так	Ні
Я додав/ла нові думки та інформацію.	Так	Ні
Я викреслив/ла непотрібні думки.	Так	Ні
Я змінив/ла порядок подання інформації для того, щоб зробити мій твір більш зрозумілим.	Так	Ні
Я просив/ла допомоги під час наради з однокласниками.	Так	Ні
Я прислухався/лася до пропозицій однокласників.	Так	Ні
Я зробив/ла деякі зміни.	Так	Ні

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 3

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 print or write letters legibly; and space words appropriately, both manually and using a keyboard.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Keyboarding

Students are introduced to keyboarding through software programs that provide instructions and self-monitoring. Instruct students on using word processing software and guide their practice in using cut-and-paste formatting features.

Good Copy Checklist

When writing a good copy, students refer to a checklist; e.g.,

- Can others read my printing?
- Did I leave a margin?
- Did my printing "run away" from the margin?
- Did I leave enough space between the words?

Cursive

Make an alphabet strip in cursive writing that is laminated and taped to each student's desk. Students write their names in the cursive style and decorate them for a special name tag, noting alignment, shape and colour.

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GRADE **3**

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 print or write letters legibly; and space words appropriately, both manually and using a keyboard. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– print or write letters legibly; and space words appropriately, both manually and using a keyboard?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to print or write letters legibly; and space words appropriately, both manually and using a keyboard (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Self-assessment Checklist

Develop a self-assessment checklist to monitor students' progress in creating neat, legible work. This checklist helps guide students in increasing their proficiency with script and page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

Підсилюю та покращую: самоперевірка

Ім'я: _____ Дата: _____

	Так	Ні
Літери мають правильну форму.	❑	❑
Проміжки між літерами однакові.	❑	❑
Проміжки між словами однакові.	❑	❑
Літери мають однаковий розмір.	❑	❑
Усі літери та цифри розміщено рівно у рядок.	❑	❑
Викреслені літери/слова виглядають охайно.	❑	❑
Мої навички комп'ютерного набору й укладання тексту покращуються.	❑	❑
Мої друкарські навички покращуються.	❑	❑

SAMPLE RESOURCES

- *Зошит для письма. 1 клас.* Жуківська О. (уклад.). Львів: Світ, 2000.
- *Зошит для письма. 2 клас.* Жуківська О. (уклад.). Львів: Світ, 2000.
- *Мова і розмова. Зошит для студентів. Language and Conversation. Student Workbook 1.* Юрківська С. Вінніпег: Конґрес українців Канади, 1998.
- Cursive alphabet strip.
- Computer software programs that teach keyboarding skills.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 3

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Descriptive Word Poems

When students find interesting descriptive words or phrases, they add them to the correct category on class wall charts; e.g., size words, scary words, number words, colour words. Students write a shape poem, using the descriptive words; e.g.,



Word Strips

In the activity centre, students work alone or with a partner to assemble word strips into complete sentences; e.g.,

Маленький песик	гавкав	на листоношу.

Extension: Invite students to brainstorm a list of nouns, adjectives and verbs. Encourage students to link appropriate words to produce sentences.

Іменники	Прикметники	Дієслова
– хлопчик – песик – і а	– високий – волохатий – е а	– біжить – говорить – а а

Tongue Twisters

Read a variety of tongue twisters, then invite students, in pairs, to practise reading tongue twisters themselves; e.g.,

В горішку горішина,
Горішками обвішана,
Тимішка і Оришка
Струшують горішки.

Сів шпак на шпаківню,
Заспівав шпак півню,
Ти не вмієш так, як я,
Так, як ти, не вмію я.

Extension: Invite students to produce a class list of alliteration sentences; e.g., Грубий гарбуз голосно говорить. Students may refer to thematic vocabulary lists of nouns, adjectives, verbs and adverbs posted in the classroom.

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GRADE 3

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with words and simple sentence patterns?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experiment with words and simple sentence patterns (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students about their original work. Encourage students to use descriptive and precise language as well as a variety of sentence patterns in their oral and written work.

☐ Portfolios

With teacher input, students choose work samples that reflect their experimentation with word choice and sentence patterns. They highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to students' work samples. All work samples are dated to note progress over time.

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Щоденні мовні вправи—Народня творчість, напр., скоромовки.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Скоромовка не для вовка*. Чубай Г. Київ: Веселка, 1990.
- Скоромовка на веб-сайті htt://abetka.ukrlife.org/skoromov.html.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE 3

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and print texts to express ideas, feelings and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Layout and Design

Model how to organize the physical layout of a piece of work. Use an overhead projector or large chart paper to plan and rearrange text format and illustrations. Students listen as the teacher demonstrates the thinking process by verbalizing as he or she works.

Extension: Students enhance their own presentations, using aids such as storyboards, posters or presentation software.

Illustrated Poems

After an author study on "Наталя Забіла," students paint pieces of paper and cut them out in shapes to illustrate a poem that they have created.

Looking at Illustration

Students examine illustrations in various texts. Lead them in a discussion on the moods created and the appropriateness and effectiveness of the illustrations. Students then each choose an appropriate medium, colour, size and texture to illustrate a composition.

Brochures

Students produce brochures on their school, province, city or community. A template for a brochure can be prepared on a computer. Students add appropriate text and visuals and then print a hard copy.

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GRADE 3

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and print texts to express ideas, feelings and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– combine illustrations and print texts to express ideas, feelings and information?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to combine illustrations and print texts to express ideas, feelings and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Conference with students regarding their work. Students may wish to share some selections from their portfolio and indicate why the works were chosen. In conferencing, have students discuss the ideas, feelings and information they were trying to convey.

☐ Portfolios

Students select samples of completed products that represent attempts to enhance their original text. Samples should reflect progress over time. Students provide reasons for their choices and annotate their entries.

☐ Self-assessment Checklist

Students use checklists to monitor and assess their work. A sample checklist may include the following criteria:

– Я вживаю наочний матеріял для пояснення ідей та інформації.
– Моя наочна інформація знаходиться в належному місці.
– Мої наочні матеріяли чітко підписані.
– Я вживаю належний розмір шрифту.
– Я дослідив/ла, як правильно вживати колір, розміщувати матеріял, досягати чіткости ілюстративного матеріялу, графіків і схем.
– На загал, моя робота виглядає охайно та створює приємне враження.

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Розповіді за порядком.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 3

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 edit a text to ensure it includes complete sentences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling

When reading aloud to students, focus on how authors use complete sentences to convey their ideas. These models assist students in developing an understanding of complete sentences. Students are invited to think about how authors use complete sentences as they participate in shared reading and in writing original text.

Extension: Model writing for students, verbalizing the thought process to demonstrate how to write in complete sentences.

Missing Words

Provide students with a paragraph that is missing key words. Students edit the paragraph individually or as a group. Initially model this procedure, verbalizing thoughts.

Daily Edit

Students participate in a daily edit. Write a brief message that contains incomplete sentences on the board or an overhead transparency. Students identify the incomplete thought and reword the message to make the meaning clear.

Peer-editing

Students participate in peer editing of their work with a partner. The partner monitors the work for use of complete sentences. The authors then make the changes independently.

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GRADE **3**

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 edit a text to ensure it includes complete sentences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– edit a text to ensure it includes complete sentences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to edit a text to ensure it includes complete sentences (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students about their editing for complete sentences. Use teacher-completed checklists and students' work samples to guide the conferences.

☐ Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to edit a text to ensure it includes complete sentences (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 3

Specific Outcome

Spelling

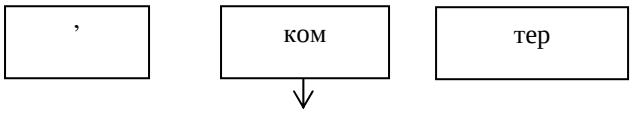
Students will be able to:

4.3.2 spell familiar words, using a variety of strategies and resources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mixed Up Words

Break words into syllables and mix them up. Students put the words in the proper order; e.g.,



комп'ютер

Hangman

Invite students to play a game of Hangman (Тайнопис). Students fill in the blanks; e.g.,
М и л ю б и м о с п і в а т и .

Extension: Students engage in word play activities, using Ukrainian words and phrases; e.g., word searches, crosswords, word chains, scrambled words, Bingo and concentration.

Personal Spelling Dictionaries

Invite students to keep personal spelling dictionaries in which they list words that they have difficulty spelling. Students maintain their spelling dictionaries throughout the year and refer to the dictionaries when they edit their work or that of a peer.

Extension: Develop lists of high frequency spelling words with structural similarities that students need in their daily writing. Post the lists at eye level for easy reference.

Spelling Log

Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. They use temporary spellings while drafting and circle words that need to be verified or corrected. Students record their spelling attempts and reasons for their temporary spellings. They may include statements such as:

- Я цього тижня навчився/лася ... (This week I learned …)
- Я хочу навчитися ... (I want to learn …)
- Я не певний/не певна... (I am not sure about …)

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GRADE **3**

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words, using a variety of strategies and resources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– spell familiar words, using a variety of strategies and resources?

☐ Quizzes

Analyze spelling quizzes to determine the pattern of misspellings as well as the effective use of spelling strategies.

☐ Self-assessment Checklist

Students complete self-assessment checklists after reviewing their first draft and published pieces. A monthly review helps students remain focused on their spelling progress.

Самоперевірка правопису

Ім'я: _____ Дата: _____

	часто	інколи	випадково	ніколи
Я намагаюся написати слова так, як вони звучать.				
Я пишу слово так, як воно виглядає на мою думку.				
Я думаю про правила правопису.				
Я шукаю в таблицях і книжках слова, які я не знаю як написати.				
Коли я намагаюся написати слово, я думаю про інші подібні слова.				
Під час перевірки я відмічаю слова, які не виглядають правильно написаними.				
Якщо я невпевнений/на в написанні слова, я намагаюся написати його інакше.				
Я прошу допомогти, якщо я не знаю як написати слово.				

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Розповіді за порядком.
- *Буквар*. Луцик Д. В., Проць М. М., Савшак А. С. Львів: Світ, 2001.
- Ukrainian Knowledge Internet Portal (UKiP) at www.ukip.ca.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE 3

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 use basic writing conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Looking at Sentences

Invite students to review what a sentence is by having them mark sentence boundaries with capital letters, periods, question marks and exclamation marks. Together, review published pieces of writing to determine how authors use periods, question marks and exclamation marks.

Extension: Students work in groups to find examples in texts of various uses of capital letters and punctuation. They use highlighter pens to highlight correct capitalization and punctuation.

Mini-lessons

Use mini-lessons to teach appropriate use of capitalization and punctuation; e.g., periods, question marks and exclamation marks. Mini-lessons should be based on observed needs as students are composing. Samples of students' writing may be used for group editing activities (students must give written permission and remain anonymous).

Correcting Punctuation

Write a series of sentences with incorrect punctuation and invite students to edit and correct each sentence; e.g.,

- Куди ти йдеш, Олю?
- Я йду до школи.
- Що ти там робиш?

When students become increasingly competent with this activity, they may edit the message independently.

Extension: After showing students samples of correctly punctuated dialogue in texts, provide them with text where all quotation marks have been removed. Students work with a partner to insert quotation marks in the correct places.

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GRADE 3

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 use basic writing conventions when editing and proofreading. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use basic writing conventions when editing and proofreading?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic writing conventions when editing and proofreading (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Conference with students about their proofreading and editing. Provide feedback and encourage accurate punctuation usage. Have students listen to themselves as they read their work with and without appropriate punctuation.

☐ Self-assessment Checklists

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use basic writing conventions when editing and proofreading (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 3

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas on a topic with a familiar audience, and clarify information by responding to questions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Collection Show and Tell

A student brings in a collection and explains to the class how it is organized. The student shares with the class his or her favourite piece of the collection and responds to students' questions.

Oral Presentations

Students do an oral presentation on a topic studied in class; e.g., social studies, health or a theme-related topic. They plan their presentation, using a guide provided by the teacher. After their presentations, they answer questions from students and the teacher.

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GRADE 3

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas on a topic with a familiar audience and clarify information by responding to questions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– share information and ideas on a topic with a familiar audience, and clarify information by responding to questions?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share information and ideas on a topic with a familiar audience, and clarify information by responding to questions (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share information and ideas on a topic with a familiar audience, and clarify information by responding to questions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 3

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas in an appropriate form.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Poetry Presentation

In small groups, students decide how to share a poem; e.g., choral reading, over the intercom, on the school Web site.

Extension: Students decide what form would be the best way to inform others about a topic or event.

Oral Presentations

Students listen to various oral presentations; e.g., Ukrainian commercials, news, a video of Ukrainian folk tales. They discuss what was effective and appropriate in each presentation and share it with the class.

Story Retelling

Students use a sequence of pictures as the basis for retelling a familiar story. They sequence the pictures to explain how the story starts, what happens in the middle and how the story ends. Students are encouraged to use storybook language and complete sentences as they retell the story.

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SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– present information and ideas in an appropriate form?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to present information and ideas in an appropriate form (see sample blackline master in Appendix E: Checklist and Comments 1 or 2). Consider using the following checklist to assess students' use of language in oral presentations:

Аспекти	**Учитель/ка /Одноклясники**		**Самооцінка**	
	Оцінка	Коментар	Оцінка	Коментар
Презентація				
• головні питання були зрозумілими				
• інформація була доцільною й відповідною				
• долучено цікаві деталі та риси				
• використано різноманітну лексику та мовні структури				
• мова була вільною, павзи робилися наприкінці фрази або речення				
• у відповідях на запитання використано доцільну інформацію				

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- Video recordings of Ukrainian television programs; e.g., *Контакт* and *Світогляд*.
- Audio recordings of local Ukrainian radio programs; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton, Alberta or CKJS 810 AM in Winnipeg, Manitoba.

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General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE 3

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

3C Rules and How to Listen

Review with students the 3C Rules when listening to peer presentations: !, Слухай!, Слідкуй! Students should be prepared to ask questions of the presenter (3с + п, п= питання). Review the following description of how to listen:

Як слухати

Дивись на доповідача/промовця.
Залишайся на одному місці протягом усієї презентації.
Не рухай руками та ногами.
Показуй доповідачеві/промовцеві, що тебе цікавить презентація.
Не переривай доповідача/промовця.
Прислухайся до ключових слів.
Думай про те, про що говорить доповідач/промовець.
Якщо щось не зрозумів/ла, постав запитання.
Наведи доповідачеві/промовцеві приклад однієї речі з презентації, яку ти вважаєш цікавою.

Fish Bowl Strategy

Use the fish bowl strategy to model appropriate or inappropriate audience behaviours. During a fish bowl activity, have a small group of students role-play while other students observe quietly. The role-play is then discussed by the whole group.

Active Listening

Create a chart to cue students to use active listening behaviours; e.g.,

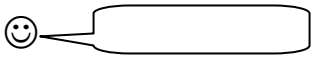
Добрі слухачі

Перестань говорити 

Дивися 

Слухай 

Думай 

Відповідай 

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SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– demonstrate appropriate audience behaviours?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate appropriate audience behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Videotape the class during presentations. Review the video with students and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment checklist; e.g.,

Чи я добре слухав/ла презентацію?

	Так	Ні
1. Я мовчав/ла, коли промовець говорив.	❑	❑
2. Я дивився/лась на промовця.	❑	❑
3. Я вживав/ла мову тіла, щоб показати, що я уважно слухаю.	❑	❑
4. Я поставив/ла промовцеві запитання за темою презентації.	❑	❑
5. Я уважно слухав/ла запитання інших.	❑	❑
6. Я доброзичливо прокоментував/ла презентацію.	❑	❑
7. Я отримав/ла задоволення від презентації.	❑	❑
8. Я допомагав/ла іншим отримати задоволення від презентації.	❑	❑
9. Я продемонстрував/ла добру поведінку, коли _____		
10. Я можу поліпшити свою поведінку під час слухання за допомогою: _____		

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Щоденні мовні вправи—Мовні ігри.
- *Classroom Behaviour Charts I.* Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.
- *Classroom Behaviour Charts II.* Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 3

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 record ideas and experiences, and share them with others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Collages

Students create bulletin board collages representing personal ideas and experiences on a particular theme or topic. Divide the class is into groups. Each group is given an opportunity to plan and complete a portion of the display. Encourage students to use a variety of media; e.g., recycled newspapers, magazines.

Sharing Brainstorming

Invite students to brainstorm ways that ideas and experiences can be shared with others. These ideas are recorded and posted in the classroom; e.g., мультики, усний переклад, малюнки, афіші, газети, листи, телеграми.

Поділись ідеями
фрески реклями статті діяграми афіші розповіді оповідання мультики пісні листи графіки усний переклад записи пластинки телеграми малюнки газети інтерв'ю

We Posters

Students create "We" posters. Build a sense of community by spotlighting similarities and talents among students to establish shared interests and abilities.

Response Sharing

Provide pairs of students with a familiar Ukrainian text. Each student creates a presentation representing a favourite part of the text and shares it with other students.

Classroom Art

Students share visual arts representations with classmates following the completion of art lessons and projects. Peers provide positive feedback. Artwork is mounted and displayed in the school or classroom art gallery.

Author's Chair

Students use the author's chair to share their story writing with others. Those listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them; e.g., Це оповідання дуже цікаве. Мені подобалося ... Ти намалював/ла дуже гарні малюнки. Ти вживав/ла ...

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GRADE 3

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 record ideas and experiences, and share them with others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– record ideas and experiences, and share them with others?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record ideas and experiences, and share them with others (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to record ideas and experiences, and share them with others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: Читанка-сходинка. У світі мрій.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Надзвичайні вакації», с. 1–8.
- Recycled newspapers and magazines.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 3

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 compare ideas within stories from oral, print, visual and multimedia texts from different communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Character Sketches

Students make sketches to illustrate scenes from the lives of characters in stories they have heard, read or viewed. They share their sketches with classmates in groups. Then they write a sentence about how the characters' lives are similar to their own.

View and Discuss

After watching a video presentation about different kinds of communities, students discuss what they learned, using prompts; e.g.,

- Це відео було про _____. У цьому відео йшлося про _____.
- Три речі, про які я дізнався/лась, це _____, _____ та _____.
- Я дізнався/лась про такі три речі, як _____, _____ та _____.
- Я також дізнався/лась, що _____.
- Мені було дивно дізнатися, що _____.

Extension: Students watch the film *Teach Me to Dance* and are asked to observe the cultural differences, then and now, with the Ukrainian culture in Canada.

Guest Speaker

Invite a guest speaker to do a presentation in Ukrainian and talk about life in another country.

One and All Game

Students play a cooperative learning game called One and All,★ designed to help students identify similarities and differences. Students can compare books, characters or cultures, and compare their own lives with those of characters or events in texts they have listened to, read or viewed.

Venn Diagram

Students complete a Venn diagram to compare and contrast the lives of various characters they encounter in texts. They share their comparisons with classmates in group discussions.

★Kagan, 1994.

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GRADE **3**

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 compare ideas within stories from oral, print, visual and multimedia texts from different communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– compare ideas within stories from oral, print, visual and multimedia texts from different communities?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to compare ideas within stories from oral, print, visual and multimedia texts from different communities (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to compare ideas within stories from oral, print, visual and multimedia texts from different communities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.
- *Улюблені вірші. Вірші українських та іноземних поетів*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1994.
- *Колобок. Українська народна казка.* Київ: Криниця, 2000.
- Ukrainian-speaking community resource people.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 3

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect situations portrayed in oral, print, visual and multimedia texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Friends

Students read a poem about friends and complete a chart about friends; e.g.,

What _____ and _____ like about each other.	What I like about my friends.

Children Similar to Me

Students view a video about a child and his or her home and school life. They then describe the child's home and school life and discuss how it compares to their own; e.g., _____.

Extension: Students listen to stories about other children in different times and places and relate their own experiences to each story (Ukrainian legends).

Halloween

After reviewing the *Nova 3* echo-acting routine *Костюм на Галовін* and reading or listening to stories about Halloween, students draw and write a short description of their Halloween costumes.

Listen and Respond

Read a variety of texts that reflect different cultures as well as other communities. Following the reading, invite students to share personal connections they made with characters and events. Record these ideas in Ukrainian on a chart or poster paper.

Field Trip Responses

Students participate in field trips to view cultural displays at different times and places. Before going, engage students in oral, print, visual and multimedia texts to build prior knowledge. Students complete short, simple journal entries or Learning Logs during and after field trips in which they compare the texts they experienced with their experiences on the field trip.

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GRADE **3**

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect situations portrayed in oral, print, visual and multimedia texts to personal experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- connect situations portrayed in oral, print, visual and multimedia texts to personal experiences?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect situations portrayed in oral, print, visual and multimedia texts to personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Portfolios

Students choose work samples to show their connections between portrayals of individuals or situations in texts and their personal experiences.

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 3: Приготування до Галовіну».
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Повтор-імітація 3: Костюм на Галовін», «Повтор-імітація 13: На майданчику».

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE 3

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Promoting Praise

Model encouraging comments by praising students and acknowledging their accomplishments and successes. Invite students' input in creating a list of words and phrases that can be used for giving praise and acknowledging successes. This list is posted in the classroom for reference. Students practise giving and receiving praise.

Sharing Circle

Students compliment each other on accomplishments or kindnesses shown to others. A ball is passed around a circle and is held by the speaker. The speaker says, "_____ , / ." _____ replies, " , _____." The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone.

Responding to Sharing

As students share their stories, others respond, using sentence frames practised in class; e.g.,

- Мені подобається, як ти …
- Ти вживав/ла цікаві слова, як наприклад …
- Ти створив/ла у/в моїй уяві малюнок про те, як …

Student of the Week

The Student of the Week is chosen randomly. This student is seated in the centre of a circle of classmates. Classmates use small cards to write positive comments highlighting the chosen student's strengths and accomplishments. Cards are given to the student to take home for his or her personal collection.

Extension: The student is seated at the front with the teacher. Compose a class text based on the Student of the Week's accomplishments. Scribe students' ideas. When the text is complete, reread it to ensure that the information is accurate and sequenced appropriately. The text can be made into a book with illustrations and given to the student to take home.

Acknowledging Achievements

Students create, with teacher guidance and support, a photo album, banners, posters, songs, raps or a classroom newsletter to acknowledge and celebrate individual and class achievements.

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GRADE 3

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 5: Різдвяний концерт», «Діялог 9: Великодній ярмарок».
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 3

Specific Outcome

Cooperate with Others

Students will be able to:

5.2.1 cooperate in a variety of partnership and group structures.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Helpful at Home

Students brainstorm ways that they can be helpful to their families. They give each person in the group an opportunity to express his or her ideas.

Group Activities

Have students participate in a variety of small and large group activities; e.g.,

- complete a group activity, such as colouring eggs or planting bean seeds, using assigned materials and directions
- work in pairs to brainstorm ideas for questions to ask seniors who are coming to visit the classroom
- role-play *Nova* dialogues in small groups
- create a group mural showing small animals that live in their community.

Upon completion, the teacher and students reflect on the collaborative process used during the activity.

Group Roles

When working in a group, students develop and agree upon a list of tasks and a role for each person.

Cooperative Work Vocabulary

Students learn the language they need for cooperative group work. They watch and listen as the teacher models the language and behaviours of attentive listening, giving encouragement, praising accomplishments and clarifying ideas and responses. The vocabulary necessary for cooperative group work in Ukrainian is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

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GRADE 3

Specific Outcome

Cooperate with Others

Students will be able to:

5.2.1 cooperate in a variety of partnership and group structures. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– cooperate in a variety of partnership and group structures?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to cooperate in a variety of partnership and group structures (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to cooperate in a variety of partnership and group structures (see sample blackline master in Appendix E: Self-assessment Rating Scale).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to cooperate in a variety of partnership and group structures. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Ритмічні вправи
  – Навчальні куточки.
- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 3

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 ask others for their ideas, and express interest in their contributions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Work

As new groups form, students work together to come up with a group name, in Ukrainian, that is agreeable to everyone. All ideas are considered; e.g., Соняшники, Бджоли. Students then create a poster to present and display in class. One student designs the title, another the illustrations and the others print the information.

Agree or Disagree

Make a statement to which students respond by arranging themselves along a value line that ranges from agree to disagree. Students then form discussion pairs from opposite ends of the value line. They practise sharing information and asking questions about their different points of view. Then they debrief, with each student explaining to the whole group what he or she learned about others' opinions.

Group Leader

When students work in groups, they choose a leader whose job is to make sure that everyone is heard and has contributed.

Brainstorming Group Behaviours

Invite students to brainstorm a list of behaviours that make discussions in the classroom work well. Compile students' responses onto a chart. The chart is posted, reviewed prior to discussions and referred to during discussions. A sample chart may include:

Наші дискусії		
Як виглядає	**Що чути**	**Як себе почуваєш**
– голови схвально кивають – люди зацікавлені – люди нахиляються вперед – люди говорять по черзі – усі дивляться одне на одного	– коли одна людина говорить, інші мовчать – люди заперечують чемно – ставляться питання й подаються відповіді – різні люди беруть участь в обговоренні – усі розмовляють тихо	– я почуваю себе важливим/ою – мої ідеї важливі – мої думки мають вагу – я навчаюся від інших – я можу допомогти іншим зрозуміти різні речі

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GRADE **3**

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 ask others for their ideas, and express interest in their contributions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– ask others for their ideas, and express interest in their contributions?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask others for their ideas, and express interest in their contributions (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Students complete self-assessment checklists that indicate their engagement in small-group or paired discussions. Checklists can be created based on the following sample:

Як я ставлю запитання: самооцінка

Ім'я: _____ Дата: _____

Члени дискусійної групи: _____

	Завжди	Інколи	Майже ніколи
Я уважно слухав/ла розмову.			
Я ставив/ла запитання на тему дискусії.			
Мої запитання були змістовними.			
Я чесно відповідав/ла на запитання.			
Я слухав/ла, як відповідають на мої запитання.			
Я не перебивав/ла інших, але чекав/ла на свою чергу.			
Мої слова заохочували інших учасників дискусії.			
Я показував/ла, що я не погоджуюсь з думками, а не з людьми.			
Я демонстрував/ла позитивне ставлення.			

SAMPLE RESOURCES

- *Нова 3*: *На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1998:
  – Щоденні мовні вправи—Питання й відповіді для розвитку мови; Загадки.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 3

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 appreciate variations in language use in a variety of contexts in the immediate community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Expressing Feelings

Students review vocabulary for colours and feelings, either through repetition or in a game context. They are then divided into trios and each given a different coloured crayon. They decide what feelings they associate with each colour and create a sketch to show these feelings. Representations are shared with the class. This activity allows students to recognize and accept differences among classmates.

Listening Centre

Students listen to a variety of recorded Ukrainian stories, poems and folk tales in the classroom listening centre.

Respectful Language

Students learn and dramatize the *Nova 3* echo-acting routine *Як приймати гостей*, paying close attention to the language, modelled in the dialogue, that is used to show respect.

Respect and Consideration

After learning language used to show respect through the *Nova 3* echo-acting routine *Як приймати гостей* and class discussions, students create personal cartoons that illustrate showing respect and consideration. They use both speech and thought bubbles to make their cartoons explicit.

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GRADE 3

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 appreciate variations in language use in a variety of contexts in the immediate community. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– appreciate variations in language use in a variety of contexts in the immediate community?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to appreciate variations in language use in a variety of contexts in the immediate community (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to appreciate variations in language use in a variety of contexts in the immediate community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 10: Гість з Марсу».
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Повтор-імітація 10: Як приймати гостей».
- *Зачарована ялинка*. *The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Ой що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- Ukrainian Knowledge Internet Portal (UKiP) at www.ukip.ca.
- oomRoom Ukrainian Learning Network at www.oomroom.ca.

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General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage, Support and Work with Others

GRADE 3

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Celebration Wall

Students brainstorm and create a list of possible ways that they can help each other in class every day. Set up a celebration wall where students post sketches, poems or statements that highlight the ways they were helped and how they helped someone else. With teacher guidance, students complete statements like the following and post them on the celebration wall.

Стенд відзнаки
Дата: _____ _____ дійсно допоміг/ла групі, коли _____ _____ Підпис: _____
Дата: _____ Мені подобалося, коли (сподобалося, що) _____ _____ Підпис: _____
Дата: _____ Я мав/мала велике задоволення, коли _____ _____ Підпис: _____

Cooperating for a Common Goal

Provide each student in a group with separate pieces of information about a certain topic. Each member must circulate and share his or her information with the group to discover the entire message.

Study Groups

Students form cooperative spelling study groups to help each other study words for a spelling test. They may use word study strategies like cover–copy–compare.

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GRADE **3**

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– understand how class members help each other?

☐ Checklist

Develop checklists based on the focus for assessment criteria or use a grid, like the following, to record students' group behaviours.

Аркуш перевірки праці групи: третя кляса

Дата: _____

Тема: _____

Імена учнів	Ефективно використовували час	Слухали інших членів групи	Заохочували інших	Пропонували ідеї та думки	Допомагали іншим зрозуміти завдання

☐ Learning Logs

Students respond to prompts to write in their Learning Logs; e.g.,

– Я зробив/ла такий внесок до групової праці _____.
– Групи працюють добре, коли _____.
– Я можу стати кращим членом групи, якщо _____.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE **3**

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Frequently Used Words

Develop a spelling program for the class. Each student can make a list based on his or her list of frequently misspelled words.

Alternative Activity: Students work with a partner to generate a list of frequently used words that can be referenced during writing periods.

Shared Reading

In daily shared reading, the class reads together or follows along as the teacher reads. Through the shared reading, explicitly model pronunciation and inflection and support students' attempts at correct pronunciation and decoding new words.

Writing Activities

Students learn about the Ukrainian alphabet system by engaging in writing activities; e.g., morning news, mystery messages and shared writing tasks.

Word Wall

Working with students, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post the charts on the word wall. Students may refer to these charts during daily reading and writing activities.

Word Games

Students play a word guessing game to review words studied in class. Give students clues; e.g.,

– Я слово. Я овоч. Я маю дві літери "н." Я починаюся з літери "б." Що я? (банан)

Extension: Students play Тайнопис (Hangman) in Ukrainian, using words or items in the classroom.

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GRADE **3**

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends (see sample blackline master in Appendix E: Observation Checklist).

☐ Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of Ukrainian. Samples can include pre-texts, post-texts and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Тайнописи.
- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Буквар*. *Методична розробка*. *Методичні рекомендації до проведення уроків за Букварем.* Львів: Афіша, 2000.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 3

Specific Outcome

Lexicon

Students will be able to:

6.1.2 use vocabulary and expressions appropriately in various situations in the classroom and school environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Language Ladders

Students work in small groups to prepare their own language ladders on a familiar theme or add to one prepared by the teacher.

Role-plays

Prepare a number of routine situations that students can act out. Each group should have the opportunity to act out each situation. If necessary, review dialogues or echo-acting routines from previous grades for necessary vocabulary.

Extension: Students each write a conversation based on questions and answers in a familiar classroom and/or school situation. They then role-play the situation.

Visiting with Other Classes

Invite students from other grades to share information about a school-related topic of common interest. Grade 3 students prepare to visit other classes to share information that they know well. They may also share this well-rehearsed information at assemblies.

Sharing Circle

Invite students to participate in a daily sharing circle activity either at the beginning or end of the school day. The activity provides the opportunity for asking and answering questions and sharing personal information. Students refer to thematic vocabulary charts and/or the classroom word wall to support conversation.

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GRADE **3**

Specific Outcome

Lexicon

Students will be able to:

6.1.2 use vocabulary and expressions appropriately in various situations in the classroom and school environment.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use vocabulary and expressions appropriately in various situations in the classroom and school environment?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use vocabulary and expressions appropriately in various situations in the classroom and school environment (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use vocabulary and expressions appropriately in various situations in the classroom and school environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 10: Гість з Марсу».
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.

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Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

Nouns
– accusative plural inanimate; e.g., *зошити*, *книжки*, *авта*
Pronouns
– personal locative; e.g., *на мені*, *тобі*, *них*
– demonstrative, possessive, interrogative
  • accusative singular animate
  • genitive singular
  • accusative plural inanimate; e.g., *ті*, *мої*, *які*
Adjectives
– noun–adjective agreement; e.g., *високий Микола*, *щасливе життя*, *українське ім'я*
– accusative singular animate
– genitive singular
– accusative plural inanimate; e.g., *нові зошити*, *цікаві книжки*, *гарні авта*
Verbs
– past, all genders singular and plural; e.g., *читав, читала*, *читали*
Expressions
– of time; e.g., *учора*, *позавчора*, *минулого тижня*

use, in **structured** situations, the following grammatical elements:

Nouns
– accusative singular animate
– genitive singular
– locative singular
– irregular plurals, including pluralia tantum, nominative; e.g., *двері*, *штани*, *окуляри*, *гроші*, *люди*, *діти*
Pronouns
– personal genitive
– demonstrative, possessive, interrogative
  • nominative singular and plural
  • accusative singular inanimate
Adjectives
– accusative singular inanimate
Verbs
– present
– present of common reflexives
– imperative
– future imperfective
– modal verbs

(continued)

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GRADE **3**

Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

Specific Outcome

Grammatical Elements *(continued)*

Students will be able to:

use, in **structured** situations, the following grammatical elements:

Adverbs
– of motion; e.g., *швидко*, *повільно*
– of distance; e.g., *близько*, *далеко*
– to express seasons; e.g., *узимку*, *восени*
Expressions
– date and year
– time
– of appeal
Numerals
– 1–4 plus noun agreement
– ordinals 1–12

use, **independently** and **consistently**, the following grammatical elements:

Nouns
– accusative singular inanimate
Pronouns
– personal accusative
Verbs
– present of common verbs
Adverbs
– of location/direction
– of time; e.g., *сьогодні*
Expressions
– date
– interrogative; e.g., *куди*
Conjunctions
– coordinating; e.g., *а*, *але*, *або*, *бо*
Numerals
– cardinals 1–100; e.g., *тридцять*, *сто*

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SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Gender Game

Have students play a cooperative game in small groups in which they must find and stick gender labels on a variety of items around the classroom.

Action Dictation

Have students divide into partners. One partner completes a series of actions, describing them out loud as he or she completes them. The other partner acts as a scribe and writes down the action described. After five actions, the partners change roles.

Me Books

Have students write and illustrate simple books in which they describe themselves in various ways; e.g.,

- Я …
- Мені подобається …
- У вихідні дні я …
- Після школи я …

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GRADE 3

Specific Outcome

Grammatical Elements

Students will be able to:

6.1.3 use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Ukrainian Bilingual Program K–12: Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років.* Світлова І. Київ: АСТ-ПРЕС-ДІК-СІ, 2001.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE 3

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 experiment with and use basic mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Date

Students must date all their work, including in the date the day of the week. They should be aware that while names, countries and cities are capitalized in Ukrainian, months and days of the week are not.

Correcting Sentences

Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.

Extension: Use shared and interactive writing procedures to model appropriate use of capital letters and punctuation while scribing language experience charts.

Highlighting

As students read an assigned passage on a familiar topic, they note all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate. Make sure that there are plenty of examples involving days of the week, months of the year, пан, панна and пані, that are not capitalized.

Extension: Invite students to read a text passage containing dialogue. They are asked to highlight the quotation marks and dialogue.

Extension: Through independent writing, provide support and encourage students to experiment with and use basic mechanical features.

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GRADE **3**

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 experiment with and use basic mechanical features. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with and use basic mechanical features?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experiment with and use basic mechanical features (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Conferences

Conduct conferences with students to determine their use of basic mechanical features; e.g., capitalization and punctuation. Refer to available work samples.

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років*. Світлова І. Київ: АСТ-ПРЕС-ДІК-СІ, 2001.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

GRADE **3**

Specific Outcome

Discourse Features

Students will be able to:

6.1.5 experiment with and use basic discourse features in oral, print and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Using Appropriate Phrases

Students use appropriate phrases at appropriate times; e.g.,
- "Тепер час додому. До побачення."
- "Час на обід. Смачного!"

Discourse Markers

Refer to discourse markers that are used in many of the *Nova 3* echo-acting routines; e.g., перше, друге, колись давно, перед тим, потім.

Echo-acting

Using an echo-acting routine as a model, students work in small groups to create their own echo-acting routines with various discourse markers. These echo-acting routines can be illustrated and presented to the class.

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GRADE **3**

Specific Outcome

Discourse Features

Students will be able to:

6.1.5 experiment with and use basic discourse features in oral, print and visual texts.. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experiment with and use basic discourse features in oral, print and visual texts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experiment with and use basic discourse features in oral, print and visual texts (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experiment with and use basic discourse features in oral, print and visual texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 3

Specific Outcome

Listening

Students will be able to:

6.2.1 listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Graph Paper Patterns

Give students graph paper marked with an X to indicate where they are to begin. Students must listen carefully and follow the teacher's oral instructions to create a specific pattern on the graph paper. After this has been modelled, students create their own series of instructions to give to the class or share with a partner.

Comprehension Recall

Students listen to either a poem or brief passage that is read only twice. They must then sketch and label three items that they recall from the text. Points are given for exact vocabulary reference.

Following Directions

Students listen carefully to follow specific directions; e.g.,

- creating a simple folded paper object
- playing a new game
- organizing a centre
- giving a visitor directions to the office.

Listen–Think–Pair–Share

Use the listen–think–pair–share strategy. Students:

- listen to a short oral presentation; e.g., a video, lecture or discussion
- think individually and make a list, map or diagram of ideas in the presentation
- pair up to add to the ideas generated individually
- share responses with the whole group.

School Announcements

As students listen for morning announcements over the school's P.A. system, they focus on the announcements done in Ukrainian. Students must retell the messages they have constructed from the announcements.

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GRADE **3**

Specific Outcome

Listening

Students will be able to:

6.2.1 listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs/Conferences

Students record entries in a Learning Log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented and other questions they may still have. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Ритмічні вправи
  - Щоденні мовні вправи—Проблемні запитання
  - Читання учням уголос.
- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE 3

Specific Outcome

Speaking

Students will be able to:

6.2.2 produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Language Ladders

Invite students to use language ladders to communicate ideas for functioning in a class environment; e.g.,

- "Я цього не розумію."
- "Прошу повільніше."
- "Надворі зимно."
- "Чи я можу позичити _____?"

Grandmother's Chest

Students play Grandmother's Chest. One student starts, "У скрині моєї бабусі є _____." The next student repeats what the previous student said and adds his own idea. It goes on and on.

Timed Talking

Students talk about familiar topics; e.g., their weekend, family, siblings, friends. A timer is set for one minute and in that time limit, students can say as much as they want about the topic.

Oral Stories

One student begins to tell an oral story on a familiar topic by supplying the first sentence. Students in turn provide sentences until the story is completed. Stories may be recorded and then played back and shared.

Extension: Students respond orally to a text and share their personal experiences.

Group Sharing

In a circle, students share information about a familiar topic. They take turns adding ideas and information. Reporting continues until each student who wishes to do so has had a turn. Encourage students to listen actively so that the information they share is an interrelated idea and not a repeated one.

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GRADE **3**

Specific Outcome

Speaking

Students will be able to:

6.2.2 produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Ритмічні вправи
  – Щоденні мовні вправи—Загадки, Запитання й відповіді для розвитку мови.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE **3**

Specific Outcome

Reading

Students will be able to:

6.2.3 read and understand a series of sentences or a short text on a familiar topic in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Echo-acting

Have students complete *Nova 3* echo-acting routines on people's characteristics; e.g.,

– Я сердитий/а.
– Я незграбний/а.

Group Singing and Reading

Choose songs with rhythm, rhyme and repetition. Record the lyrics on chart paper so that students can follow the print as they sing. Print favourite selections of poetry on charts and have students read along, chant and identify rhyming patterns.

Daily Morning Messages

Invite students to read and comprehend daily morning messages written on the board. The content of the messages can vary to include humorous, informative and interesting facts.

Sentence Strips

Provide students with sentence strips on a familiar theme that they have to sequence to create a short, simple paragraph.

Extension: Invite students to share personal experiences and opinions to contribute to class language experience charts. These charts are posted in the classroom.

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GRADE **3**

Specific Outcome

Reading

Students will be able to:

6.2.3 read and understand a series of sentences or a short text on a familiar topic in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– read and understand a series of sentences or a short text on a familiar topic in structured situations?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to read and understand a series of sentences or a short text on a familiar topic in structured situations (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students, using a variety of short texts and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to read and understand a series of sentences or a short text on a familiar topic in structured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Щоденні мовні вправи—Проблемні запитання
  – Самостійне читання мовчки.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE **3**

Specific Outcome

Writing

Students will be able to:

6.2.4 produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Description

Students use picture dictionaries to describe a Halloween costume. They:

- translate parts of the costume
- identify dressing words; e.g., чіпляю, малюю, одягаю, защіпаю, засуваю, зашнуровую, зав'язую, пришпиляю, вішаю, надягаю, взуваю.
- make simple sentences.

Organize, then Describe

After brainstorming, webbing or using any other organizational tool, students each compose a brief paragraph about the topic.

Patterned Stories

Students write patterned stories by using their favourite, repetitive pattern texts to create their own texts, following the model presented.

Writing Directions

After a presentation on how to make a craft or follow a recipe, help students rehearse and write the directions. Students may also write the directions on how to play a simple game.

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GRADE **3**

Specific Outcome

Writing

Students will be able to:

6.2.4 produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденник
  - Самостійне читання мовчки.
- Graphic organizers (see sample blackline masters in Appendix D).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE **3**

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple events and representations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Video and Venn Diagram

Students view a video and talk about the story. Then read the text version of the same story. Students compare the stories by completing a class Venn diagram.

Posters

Provide posters of Ukrainian events in the school and community and talk about their significance.

Paintings

Students view William Kurelek's paintings from *A Prairie Boy's Winter*. Lead students in studying the story Kurelek is trying to express through his work.

Community Landmarks

Show slides of community landmarks and signs in Ukrainian; e.g., book stores, credit unions, churches, museums.

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GRADE **3**

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple events and representations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– view and understand simple events and representations?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to view and understand simple events and representations (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

Students respond to their viewings in their Learning Logs. Have them discuss the strategies they used to understand and draw meaning from the images viewed.

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998.
- *Попелюшка.* Київ: Гроно, 1997.
- *Попелюшка.* Вітер О. (ред.). Київ: Махаон–Україна, 2000.
- *A Prairie Boy's Winter.* Kurelek, W. Montreal, QC: Tundra Books, 1973.
- Venn diagram (see sample blackline master in Appendix D).
- Slides of community landmarks and signs in Ukrainian.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language Competence

GRADE **3**

Specific Outcome

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pysanka

Students receive instruction on the symbolism of the colours and designs used on a *pysanka*. Using paper, each student designs and then writes a *pysanka*, using symbols that represent a message personal to the student. Students then share their *pysanka* representations in small groups.

Memory Book

Students use a camera and take pictures of events at school to create a class memory book. In groups, students prepare simple captions to accompany the photographs.

Extension: Students make a video about their school community. They prepare a simple script to accompany the video.

Our Community

Students prepare a presentation about community workers, using computer software. Following the study of communities, students work in small groups to create or build a community, using shoe boxes to represent landmarks and buildings. They include Ukrainian labels and signs.

Text Presentations

Students work in groups to represent the same piece of text in different ways. Each group may choose one way to present the same information. Groups share their representations with the rest of the class.

Graphic Organizers

Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers; e.g., webs, Venn diagrams, mind maps, herringbone maps and concept frames. Then encourage students to use a variety of graphic organizers throughout the year.

Maps

Students each draw and label a map of their bedroom, home, school or classroom. They share their maps with one another, practising possessive pronouns; e.g., Це моя спальня. Це моє ліжко. Це мої м’ягкі іграшки.

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GRADE **3**

Specific Outcome

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of forms to create representations of ideas, events and information?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of forms to create representations of ideas, events and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use a variety of forms to create representations of ideas, events and information (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- Graphic organizers (see sample blackline masters in Appendix D).
- Digital or disposable camera.
- Electronic presentation software.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 3

Specific Outcome

Register

Students will be able to:

6.3.1 recognize that some topics, words or intonations are inappropriate in certain contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Talking About Volume

Present pictures of different places in the community; e.g., classroom, gymnasium, church, park, shopping centre. Students discuss acceptable volume levels for each place. Using the pictures, discuss with students topics that would probably not be talked about in each place.

Story Discussion

Read aloud a number of books that portray people in different situations. Lead a discussion about the language used by the characters in the stories.

Role-play

Provide opportunities for students to role-play situations that involve appropriate topics. Role-playing may be done in response to texts that have been heard, read or viewed. Scenarios may be real or imaginary. Discussion could follow the role-plays.

Class Guests

Invite Ukrainian senior citizens or grandparents to visit the class. Prior to the visit, model and discuss respectful language, encouraging students to use such language when interacting with guests.

Mini-posters

Students design mini-posters showing appropriate language and behaviour in a particular context. These posters are shared in class and may be posted and discussed. The posters may be referred to prior to a class field trip or guest speaker.

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GRADE **3**

Specific Outcome

Register

Students will be able to:

6.3.1 recognize that some topics, words or intonations are inappropriate in certain contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize that some topics, words or intonations are inappropriate in certain contexts?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Keep notes on individual student's successes and challenges in adapting language. Share notes with the student and together make plans for improvement.

☐ Learning Logs

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their Learning Logs. Model the process of reflecting and provide students with sentence starters to assist them.

SAMPLE RESOURCES

- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. Chicago, IL: NTC/Contemporary Publishing, 1997.
- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002, с. 25.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 3

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use a variety of simple idiomatic expressions as set phrases.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Language Ladders

Model the following expressions that can be part of students' language ladders:

- Ой біда!
- Невже ж!
- Та ти що!

Encourage students to use these expressions in everyday classroom interactions.

Idiom Bulletin Board

Invite students to illustrate idiomatic expressions learned throughout the year. The illustrations, along with the accompanying idiomatic expressions, can be posted on a class bulletin board entitled "Наша мова зростає."

Role-play

Students work in small groups to role-play simple situations provided by the teacher in which idiomatic expressions can be practised.

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GRADE **3**

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use a variety of simple idiomatic expressions as set phrases. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– understand and use a variety of simple idiomatic expressions as set phrases?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to understand and use a variety of simple idiomatic expressions as set phrases. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. Chicago, IL: NTC/Contemporary Publishing, 1997.
- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002, с. 25.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 3

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 accept individual differences in speech.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guest Speakers

Invite a guest speaker into the classroom at least once a month to read or tell stories to students. Seek guest speakers who present a variety of voices, dialects and knowledge of the Ukrainian language.

Television Shows

Students listen to a section of the news on the *Контакт* or *Світогляд* television programs. Afterward, present the same text, using a more appropriate speed. Students compare and contrast the two presentations.

Extension: Students listen to interviews with Ukrainian athletes and musicians aired on Ukrainian radio and television stations.

Buddies

Students work with an older buddy student and listen to a story read and written by their buddy. They work with a younger buddy student to teach their buddy a song or poem.

Recorded Stories

Students listen to audio recordings of popular Ukrainian folk tales read by various narrators. They may also listen to stories narrated on the Ukrainian Knowledge Internet Portal (UKiP) at www.ukip.ca.

Extension: Students listen to weather forecasts on Ukrainian radio stations.

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GRADE **3**

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 accept individual differences in speech. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– accept individual differences in speech?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to accept individual differences in speech (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

– understands a variety of dialects
– recognizes that people speak at different speeds.

SAMPLE RESOURCES

- *Зачарована ялинка*. *The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Снігова пісня*. *Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- Video recordings of Ukrainian television programs; e.g., *Контакт* and *Світогляд*.
- Audio recordings of local Ukrainian radio programs; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton, Alberta or CKJS 810 AM in Winnipeg, Manitoba.
- Ukrainian guest speakers.
- Ukrainian Knowledge Internet Portal (UKiP) at www.ukip.ca.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE 3

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 use appropriate oral forms of address for people frequently encountered.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Greetings

Students are instructed on the various forms of informally and formally greeting people. They practise these forms through simple role-plays in the classroom; e.g., informal па-па, привіт, formal Слава Ісусу Христу.

Extension: Students receive instruction on the correct usage of the ви/ти form and practise it. They apply their knowledge when greeting teachers, guest speakers and when on field trips.

Role-play

Provide opportunities for students to role-play situations where different oral forms of address are used for people frequently encountered. Scenarios may be real or imaginary; e.g., in role-playing, what would you say to show courtesy when:

- you run into your parish priest in the mall?
- a new student comes to your class?
- a visitor to the school asks directions in the hallway?
- your friend wants you to play with him at recess?
- your teacher asks you where your homework is?
- your grandmother asks you to help?

Maps and Characters

Have students draw maps showing scenes from stories they have read, listened to or viewed that deal with people they frequently encounter. After students draw and cut out the main characters, they move them through locations on the map that represent story events, adjusting the oral forms of address as the characters meet different people.

Vocative Case

Students are instructed on the use of the vocative case (кличний відмінок). They practise the correct use by addressing their classmates and participating in simple role-play situations set up by the teacher.

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GRADE **3**

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 use appropriate oral forms of address for people frequently encountered. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use appropriate oral forms of address for people frequently encountered?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use appropriate oral forms of address for people frequently encountered. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 10: Гість з Марсу».
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002, с. 25.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/ Sociolinguistic Competence

GRADE **3**

Specific Outcome

Nonverbal Communication

Students will be able to:

6.3.5 recognize that some nonverbal behaviours may be inappropriate in certain contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Appropriate and Inappropriate Behaviour

Present examples of appropriate and inappropriate behaviours; e.g.,

- any waving, either in greeting or departure in a church, is considered inappropriate
- women in Ukraine, at one time, had to wear something to cover their heads
- men's hats are removed when entering a building
- remaining seated when a guest, elder, person of the clergy or St. Nicholas enters a room is considered inappropriate.

Nonverbal Cues

Present examples of nonverbal communication in different situations; e.g., drama presentations, television shows and commercials. Students identify specific features; e.g., facial expressions, hand movements, whole body movements and eye contact. In small groups or as a class, students discuss how specific features aided the presentation. When students have become familiar with nonverbal cues, give them a script with which to practise these cues, either in pairs or small groups.

Television Shows or Videos

Play clips of television shows or videos with the volume turned off. This requires students to focus on the use of nonverbal cues and be sensitive to cultural practices and values. Discuss with students how these cues convey feelings, persuade viewers or express opinions. Students may be given situations to pantomime the use of nonverbal cues.

Field Trips

Students participate in a number of field trips that demand appropriate nonverbal behaviours. Prior to the field trip, they review appropriate nonverbal and verbal behaviours and then practise them during the field trip; e.g., on a field trip to a Ukrainian church, students dress appropriately, boys remove hats and students greet the priest by saying "Слава Ісусу Христу" and responding "Слава навіки."

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GRADE **3**

Specific Outcome

Nonverbal Communication

Students will be able to:

6.3.5 recognize that some nonverbal behaviours may be inappropriate in certain contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize that some nonverbal behaviours may be inappropriate in certain contexts?

☐ Learning Logs

Have students describe nonverbal behaviours they have used or witnessed that were inappropriate.

☐ Conferences

Conference with students to check on their understanding of appropriate and inappropriate nonverbal behaviours.

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002, с. 25.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE **3**

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Visualization

Model for students how actions can assist in the internalization of vocabulary or phrases; e.g., when learning the *Nova* dialogues, students visualize cues to help them recall phrases.

Graphic Organizers

Have students use graphic organizers, e.g., concept frames or maps, to display knowledge of familiar and unfamiliar topics.

Spelling Patterns

Teach students simple strategies for recognizing Ukrainian word endings; e.g., the endings -ий, -a, -e, -i in the words

- хат<u>а</u>: велик<u>а</u>, біл<u>а</u>, висок<u>а</u>
- кіт: велик<u>ий</u>, біл<u>ий</u>, чемн<u>ий</u>
- ок<u>о</u>: мал<u>е</u>, кругл<u>е</u>, біл<u>е</u>
- штан<u>и</u>: син<u>і</u>, довг<u>і</u>, теплі.

Have students group their vocabulary words in their personal dictionaries by spelling patterns.

Conjugation Games

Divide students into two or three teams. Have each team stand in a line so that the first person is in front of the board. On the board, write some infinitive verbs. Provide the first person in each team with the chalk or marker. He or she runs to the board to conjugate the given verb, runs back to his or her teammates and gives the marker to the next member on the team. This person runs to the board and conjugates the next given verb. The game continues until the first team has completed the conjugation of their list of verbs. Points are awarded to both teams for each correctly conjugated verb.

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GRADE **3**

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of simple cognitive strategies, with guidance, to enhance language learning?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років*. Інна Свєтлова І. Є. Київ: АСТ-ПРЕС-ДІК-СІ, 2001.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- *Мій найкращий словник. Best Word Book Ever*. Scarry, R.; Dubas, O. (Ukrainian ed.). Ottawa, ON: Ukrainian Publications Group, 1998.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE 3

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Log Reflection

Students are given the opportunity to reflect on their writing in their Learning Logs. They can also add new words or phrases they learned that week.

Planning

Encourage students to plan their tasks or projects. Model how this can be done in a sequential way.

Graphic Organizers

Prior to using a graphic organizer, review with students how the organizer assists in grouping thoughts, ideas and concepts.

Reporting

Post a simple text at the front of the room. Divide students into groups and tell them that they have to work together to read the text and go back to their seats to summarize it. Have the groups discuss strategies for remembering the text; e.g., look for key words. Students then take turns going to the front and reading a portion of the text, then returning to their team and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide students with the original text from the front of the room and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.

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GRADE **3**

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of simple metacognitive strategies, with guidance, to enhance language learning?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with students to share observations. Invite students to share their feelings on their progress in learning Ukrainian. Discuss areas students have identified for improvement and provide direction and encouragement as well as feedback on their progress.

SAMPLE RESOURCES

- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- Graphic organizers (see sample blackline masters in Appendix D).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.4 Language Learning Strategies

GRADE 3

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Opportunities for Interaction

Provide a variety of opportunities for students to interact with others; e.g.,

- students work in small groups and with a variety of partners
- students converse with more experienced speakers (invite guest speakers in or buddy-up with an older class).

Work Together to Interpret

Divide students into groups and have them work together to interpret a short text in Ukrainian. Every student in the group takes a turn reading the text before they begin. Have the student summarize the text and present his or her summary to the rest of the class.

Rewarding Learning

Have students brainstorm possible rewards for learning and create a rewards list; e.g., a food day when they get to sample various Ukrainian foods, time to view Ukrainian cartoons.

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GRADE **3**

Specific Outcome

Social/Affective

Students will be able to:

6.4.3 use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of simple social and affective strategies, with guidance, to enhance language learning?

☐ Checklist

Create a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to:

– interact with others?
– participate in shared rewriting activities?
– ask others for help?
– work cooperatively with others?
– understand that making mistakes is a natural part of the learning experience?
– take risks with unfamiliar tasks?
– make use of new words and expressions in conversation?
– reread texts to enhance understanding?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- Ukrainian guest speakers.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE 3

Specific Outcome

Interactive

Students will be able to:

6.5.1 use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand.

SAMPLE TEACHING AND LEARNING ACTIVITIES

I Don't Understand

Model phrases that indicate the message was not understood; e.g.,

- Вибач(те)! Я не зрозумів/ла…
- Чи ти можеш повторити, будь ласка?
- Прошу повторити ще раз, будь ласка.

Questioning

Model asking questions in which students paraphrase to form a question; e.g.,

- Чи ти хочеш сказати, що ...?
- Чи я правильно розумію тебе/Вас, що ...?

Post these key phrases on a classroom poster for students to refer to.

Conversing in Groups

Divide students into groups to have short conversations with each other on specific topics; e.g., pets, hobbies. Encourage students to use strategies such as interpreting nonverbal cues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, using circumlocution or repeating part of what someone has said to confirm understanding.

Brainstorm

Invite students to brainstorm a list of the qualities of a good listener and a good speaker. These qualities are written on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference.

Keep on Talking

Divide students into pairs to speak in Ukrainian to one another for as long as possible without using any English words. Have them use circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for understanding (e.g., "Am I making sense?").

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GRADE **3**

Specific Outcome

Interactive

Students will be able to:

6.5.1 use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use a variety of simple interactive strategies, with guidance?

☐ Observation Checklist

Develop a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to:

– indicate a lack of understanding?
– ask for clarification?
– realize when the message has not been understood?
– attempt a different tactic?
– use a simpler word similar to the concept they want to convey?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of simple interactive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Ритмічні вправи
  – Щоденні мовні вправи—Загадки; Фізичне реаґування на вказівки.
- *Нова 3: Віршi і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE **3**

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use a variety of simple interpretive strategies, with guidance; e.g., determine the purpose of listening, listen or look for key words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Key Words

Encourage students to use a highlighter to focus on key or new words when reading a new text. Before reading, listening or viewing, review key words or phrases to assist students in comprehending the text.

Prediction

Before reading a text, have students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have students make predictions about what they expect to hear based on what they already know about the topic.

Summarizing Text

Divide students into groups and have them read a text and summarize it. Have the groups use various strategies; e.g., prepare questions to help them note information found in the text (e.g., 5 Ws and 1H), look for key words, reread several times to improve understanding.

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Students will be able to:

6.5.2 use a variety of simple interpretive strategies, with guidance; e.g., det purpose of listening, listen or look for key words. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use a variety of simple interpretive strategies, with guidance?

☐ Checklists

Create a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to:
- use visuals to aid reading comprehension?
- use visual supports, intonation and gestures to aid comprehension?
- make predictions about what they expect to hear or read based on prior knowledge and personal experience?
- listen or look for key words?
- determine the purpose of listening?
- use knowledge of the sound–symbol system to aid reading comprehension?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of simple interpretive strategies, with guidance. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Розповіді за порядком
  - Щоденник
  - Ритмічні вправи
  - Щоденні мовні вправи—Загадки; Фізичне реаґування на вказівки.
- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE 3

Specific Outcome

Productive

Students will be able to:

6.5.3 use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Resources

Provide students with access to dictionaries and resource materials in the classroom. Encourage them to make use of language supports in the classroom; e.g., word walls, thematic posters, frequently used vocabulary, adjective and adverb lists.

Sentence Starters

Provide students with familiar sentence starters in written form that include key vocabulary for classroom routines. Have students complete the sentences to form a paragraph or list of instructions.

Repeating a Pattern

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have students repeat it. Write the line on the board and have students copy it. Complete an action for each line and have students copy it. Then have them use the sentence pattern to create their own poems and songs.

The Writing Process

After viewing different examples of basic familiar fables or fairy tales, students create their own texts with illustrations following a chosen pattern. Have them follow the writing process (prewriting, writing, revisions, correction and publication). Encourage students to apply grammar rules to improve their texts and to avoid difficult structure by rephrasing.

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GRADE 3

Specific Outcome

Productive

Students will be able to:

6.5.3 use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use a variety of simple productive strategies, with guidance?

☐ Observation Checklist

Develop a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to:
- mimic what the teacher says?
- use nonverbal means to communicate?
- copy what others say or write?
- use words in the immediate environment?
- use resources to increase vocabulary?
- use resources to correct texts?
- use familiar repetitive patterns from stories, songs, poems or media?
- use illustrations to provide detail when producing his or her own texts?
- use knowledge of sentence patterns to form new sentences?
- attempt to revise and correct final versions of texts?

SAMPLE RESOURCES

- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Мій найкращий словник. Best Word Book Ever*. Scarry, R.; Dubas, O. (Ukrainian ed.). Ottawa, ON: Ukrainian Publications Group, 1998.
- *Мій перший словник. Ukrainian-English and English-Ukrainian Dictionary*. Niniowskyj, V. Edmonton, AB: Ukrainian Bookstore, 1985.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Загадки; Тайнописи
  - Розповіді за порядком
  - Щоденник.
- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 3

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., experiment with and concentrate on one thing at a time.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

Use graphic organizers to develop understanding of a concept. These are posted in the classroom as a reference for student use.

Mnemonic

Ask students to create a mnemonic device to remember grammar rules or vocabulary; e.g., a preposition song. The mnemonic devices are shared and students choose the one they believe to be the best. They use the device of their choice to remember the concept.

Inquiry Process

Have students research a topic and create a presentation. Before beginning their research, students write questions to guide their research in a KWL chart; e.g.,

Що я знаю	Що я хочу знати	Що я вивчив/вивчила

Have students access and use a variety of information sources; e.g., libraries, the Internet, people in the community and professional organizations.

Extension: With teacher guidance, students generate simple questions to guide their research on an animal of their choice; e.g.,

- Де вони живуть?
- Що вони їдять?
- Яких мають ворогів?
- Як вони виглядають?

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GRADE **3**

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning; e.g., experiment with and concentrate on one thing at a time. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple cognitive strategies to enhance general learning?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Щоденні мовні вправи—Загадки; Тайнописи.
- Graphic organizers (see sample blackline masters in Appendix D).

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 3

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reflection

Encourage students to participate in a variety of activities that allow them to reflect on and realize their growth in language learning; e.g., formal spelling programs with pretests and post tests, Learning Logs, Reading Logs, genre graphs, goal setting and reflection activities.

Group Evaluation

Before beginning a group activity, have students work together to develop criteria for evaluating their own work. Have them write these criteria down and use them later in the self-assessment of their finished work.

Planning for a Task

Before beginning a task, have students plan the steps they will take to complete the task; e.g., students make a plan to visit a bilingual Grade 1 or Grade 2 class to present their play. They jot down different jobs they need to do; e.g., making the backdrop, getting materials. They write down the process in their Learning Logs to check their own process and also to see if they have followed their plan.

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GRADE 3

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies to enhance general learning?

☐ Observation Checklist

Develop a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to:

- reflect on learning tasks with guidance?
- realize his or her efforts can affect learning?
- make a plan for how to approach a task?
- identify his or her own needs and interests?
- manage the physical environment in which he or she works?
- keep a Learning Log, diary or journal?
- decide to attend to a learning task?

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use simple metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: Повтор-імітація.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  - Щоденні мовні вправи—Мовні ігри.
- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

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General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.6 General Learning Strategies

GRADE 3

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Model Encouragement

When students are working in pairs, model for each pair how they may encourage each other. Point out to others when one student encourages another. The use of heterogeneous groups would be helpful in this situation.

Cooperative Phrases

Invite students to brainstorm words and phrases that would assist them in working cooperatively with other students; e.g.,

- прошу повторити ...
- тепер моя черга …
- прошу подати …

Post these phrases in the classroom for future reference. Encourage students to use these phrases when involved in group work.

Group Problem Solving

Have students design board games for the bilingual Kindergarten and Grade 1 classes. They have to decide what materials they are going to use, what concepts they are going to reinforce, etc. When they encounter an issue or a problem, they follow a simple problem-solving model to find a solution. Encourage students to take risks, even though they might make mistakes.

Free Exploration

Provide a variety of resources (e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics and allow students to choose a resource to use. Encourage students to follow their natural curiosity to choose a topic.

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GRADE **3**

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– use simple social and affective strategies to enhance general learning?

☐ Observation Checklist

Create a checklist based on the Focus for Assessment criteria. Sample assessment criteria may include whether the student is able to:

– watch others' actions and copy them?
– seek help from others?
– participate actively in cooperative group learning activities?
– display a willingness to take risks and try unfamiliar tasks and approaches?
– provide support strategies for others to persevere?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple social and affective strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994.
- *Нова 3: На допомогу вчителеві—матеріяли для плянування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1998:
  – Щоденні мовні вправи—Мовні ігри.
- *Classroom Behaviour Charts I.* Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.
- *Classroom Behaviour Charts II.* Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE **3**

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 explore and examine various sources of information for development of own self-concept.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Tree

Using a family tree template, students complete a family tree of their own families. They interview various family members when collecting information. The family trees are posted for students to view.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

Personal Time Lines

Invite students to complete personal time lines of important milestones in their lives. Students enhance their time line by including photographs, drawing pictures and adding captions.

Personal Character Maps

After teaching and/or reviewing necessary vocabulary, invite students to make a list of their positive qualities and characteristics. Students then sort and classify their individual traits and create personal character maps. They next ask three other people to add one positive characteristic. Students' personal character maps are posted in the classroom.

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GRADE 3

Specific Outcome

Understanding Self-identity

Students will be able to:

7.1.1 explore and examine various sources of information for development of own self-concept. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore and examine various sources of information for development of own self-concept?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and examine various sources of information for development of own self-concept (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore and examine various sources of information for development of own self-concept. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

Conference with small groups about students' sharing of their self-concepts and their understanding of others' perceptions of them. Provide positive feedback and support to help students develop and expand these outcomes.

SAMPLE RESOURCES

- *Моя родина*. *My Family.* Savedchuk, L. Winnipeg, MB: Manitoba Parents for Ukrainian Education/Dzvin Publishing, 1982.
- Family tree template.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE **3**

Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 understand own strengths and abilities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Positive Character Qualities

Identify a positive character quality for the month; e.g., respect, self-esteem. Provide students with criteria for displaying this character quality. Keep a checklist. At the end of the month, all students get a certificate.

Positive Puzzle

On poster paper, make a puzzle where each student gets a piece. On the piece, each student records a positive thing about himself or herself. Put the pieces together to create a display entitled "You Are an Important Part of the Puzzle."

VIPs

Recognize each student, in turn, as a VIP. Each student identifies his or her own strengths and abilities as shown by his or her involvement with parents, family and/or the community. The student's successes are displayed in the classroom.

Personal Time Lines

Have students complete personal time lines of the milestones in their lives. Students enhance their time lines with photographs or pictures and add captions.

Alternative Activity: Students create personal photo essays of their lives, using photographs with short captions written for each one.

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Specific Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 understand own strengths and abilities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– understand own strengths and abilities?

☐ **Portfolios**

Students choose work samples that demonstrate personal and academic strengths and abilities. They state why a particular piece of work was selected.

☐ **Conferences**

Conference with students to discuss their understanding of their own strengths and abilities.

☐ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to understand own strengths and abilities. Students can use a checklist like the sample below:

Самооцінка моєї роботи
Ім'я: _____ Дата: _____
Назва твору: _____ 1. Моя найкраща робота _____ _____ 2. Це моя найкраща робота тому, що _____ _____ 3. Я ще мушу попрацювати над _____ _____

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE **3**

Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 recognize and appreciate various elements of Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Field Trips

Provide students with opportunities to participate in, explore and view various elements of Ukrainian culture, both historical and contemporary; e.g., explore and learn about immigration and the development of the local Ukrainian community, visit a Ukrainian museum to learn about the life of the early Ukrainian pioneers.

Ukrainian Writers

Read age-appropriate poems and stories from accomplished Ukrainian writers; e.g., Наталя Забіла and Тарас Шевченко.

Ukrainian Music

Invite students to listen to a variety of folk, contemporary and classical music pieces by Ukrainian composers. Students discuss their preferences.

Christmas Singing

When learning about Ukrainian Christmas traditions practised both in Ukraine and Canada, students learn to sing a variety of коляди and щедрівки, learn a віншування and the appropriate greeting (Христос народився!) and response (Славім Його!).

Extension: When learning about Ukrainian Easter traditions practised in both Ukraine and Canada, students learn to sing a number of spring songs (*hahilky*) and dance the accompanying dances.

Christmas Traditions

Students participate in Christmas activities; e.g.,

- list and discuss the 12 dishes for Свята вечеря and explain their significance
- take a field trip to a seniors' home to sing Christmas carols and share Christmas greetings (віншування)
- participate in wheat-weaving activities in preparation for Christmas.

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GRADE **3**

Specific Outcome

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 recognize and appreciate various elements of Ukrainian language and culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize and appreciate various elements of Ukrainian language and culture?

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize and appreciate various elements of Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

☐ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize and appreciate various elements of Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ **Learning Logs**

After each activity, students record personal reflections in their Learning Logs. Review these entries and provide positive feedback and support where needed.

☐ **Conferences**

Conference with students to discuss participation, recognition and appreciation of the Ukrainian language and culture.

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 9: Великодній ярмарок».
- *Нова 3: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Пісні* (комплект касет). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1995.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE **3**

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 recognize and appreciate various elements of a bilingual/multicultural education.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Other Language Classes

Students participate in an exchange with another bilingual class and share a cultural activity, dance, art idea or song.

Extension: After a field trip or exchange with another language class, students write thank-you cards expressing what they learned and why the experience was special to them.

Stories

Invite students to listen to different versions of stories; e.g., *Ріпка — The Great Big Enormous Turnip* or *Рукавичка — The Mitten*.

Extension: Read stories from other cultures; e.g., Бременські музиканти.

International Sports Event

Students participate in an international sports event organized by the school. Each class (team) chooses a country they will represent. In small groups, students research and draw the flag of that country, as well as a banner for their team. Students may also participate in a variety of activities related to that country; e.g., read folk tales from that culture, prepare a recipe, create an informational poster.

Pysanka

Students invite Grade 3 English or French Immersion students into their classroom to learn the art of *pysanka*-decorating. They model the procedure and explain the significance of the colours and symbols used.

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GRADE 3

Specific Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 recognize and appreciate various elements of a bilingual/multicultural education. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize and appreciate various elements of a bilingual/multicultural education?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize and appreciate various elements of a bilingual/multicultural education (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize and appreciate various elements of a bilingual/multicultural education. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Learning Log

Students respond to prompts to write in their Learning Logs; e.g.,

– Я дещо прочитав/ла про _____.
– Я добре зрозумів/ла про _____.
– Я також хотів би/ла б дізнатися про _____.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize and appreciate various elements of a bilingual/multicultural education (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ріпка*. *Українська народна казка*. Київ: Веселка, 1999.
- *Рукавичка*. *The Mitten.* (CD–ROM). Arseneault, D. (prod.). Hamilton, ON: Iliad Productions, 1998.
- *Рукавичка*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 1997.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE **3**

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pysanka

After learning about the significance of the designs, symbols and colours used to write a *pysanka*, students each design and label a *pysanka* on paper. They share their *pysanka* designs with a partner, explaining the significance of their designs; e.g., Це риба — символ християнства.

Traditions of the Past

Students interview family members about how they celebrated Ukrainian cultural events when they were younger. They report this information to their classmates.

Ukrainian New Year

Students learn about Ukrainian New Year traditions and participate in the practice of посівання by learning the blessing and by visiting other Ukrainian classes in the school.

Christmas Traditions

Have students participate in Christmas activities and experiences; e.g.,

- in addition to learning Christmas carols, students learn a *Shedrivka* and understand when each is sung
- students learn a Christmas greeting (віншування) that they can share with their families during the Christmas season
- students learn about the significance of кутя at the Christmas Eve meal. They study a recipe for кутя, prepare a shopping list and make кутя in class
- students learn a number of traditional Ukrainian Christmas carols and a Christmas blessing (віншування). They participate in the tradition of carolling by visiting school classes, seniors' homes.

Easter Traditions

Have students participate in Christmas activities and experiences; e.g.,

- students learn the words and movements to traditional spring dances called гагілки. They perform гагілки as part of an Easter celebration in school
- students learn the significance of the Easter foods that traditionally were put into an Easter basket and blessed. They participate in baking a *paska* and making a баран out of butter for their own Easter baskets.

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GRADE **3**

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional Ukrainian language and cultural activities.

SAMPLE RESOURCES

- *Нова 3: Діялоги.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1994, «Діялог 9: Великодній ярмарок».
- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE **3**

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Contemporary Music

Students listen to and sing along to Canadian Ukrainian contemporary children's music. They record the names of the songs they listen to as well as the performing artists. Students rate their enjoyment of each song, using the five-star system.

Ukrainian Fonts

Students prepare a multimedia presentation or e-mail Ukrainian messages, using the Ukrainian fonts.

Gallery Walk

Provide opportunities for students to do a gallery walk of contemporary artists or present contemporary adaptations of historical elements.

Attending Ukrainian Productions

Students attend and/or participate in Ukrainian drama productions, dance concerts or music festivals. Alternatively, students view the videos of these Ukrainian productions.

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GRADE 3

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Rating Scale).

☐ Conferences

Conferences with the students to discuss and provide feedback regarding their participation and experiences in contemporary Ukrainian language and cultural activities.

SAMPLE RESOURCES

- *Barabolya … that means Potato!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Tsyboolya … that means Onion!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1999.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.
- *Нова 3: Пісні* (збірка). Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 3: Пісні* (комплект касет). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1993.
- Computers with Ukrainian e-mail and multimedia capability.
- CDs of a variety of contemporary Ukrainian artists.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE **3**

Specific Outcome

Diversity

Students will be able to:

7.2.3 identify diverse elements of the Ukrainian language and culture in school and/or the local community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Dance Troupe

Students attend a performance of a Ukrainian dance troupe and are asked to note the variety of traditional costumes and regions of Ukraine represented; e.g., *Hutsul'shchyna, Poltava, Bukovyna, Zakarpattia.*

Ukrainian Foods

When discussing Ukrainian foods, students share how *varenyky* have been adopted by other cultures; e.g., *varenyky* with pasta sauce or prepared with olive oil and herbs. Discussion is also directed to the term пироги and a more accurate term вареники. The accepted term used at home can be graphed to show diversity.

Christmas and Easter Traditions

When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents on how they celebrated Christmas or Easter when they were young. Students share the information gathered with their classmates.

Ukrainian in the Community

On a community map, students, with the assistance of the teacher, label Ukrainian churches, organizations and monuments.

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GRADE **3**

Specific Outcome

Diversity

Students will be able to:

7.2.3 identify diverse elements of the Ukrainian language and culture in school and/or the local community. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify diverse elements of the Ukrainian language and culture in school and/or the local community?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify diverse elements of the Ukrainian language and culture in school and/or the local community (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify diverse elements of the Ukrainian language and culture in school and/or the local community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Learning Logs

After each activity, students record personal reflections regarding the diverse elements of the Ukrainian language and culture. Review these entries and provide positive feedback and support where needed.

☐ Conferences

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the Ukrainian language and culture.

SAMPLE RESOURCES

- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE **3**

Specific Outcome

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate the changing needs of people.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Changing Traditions

Students learn that some Christmas traditions have changed; e.g.,

- straw was spread under the table and tablecloth for the Christmas Eve meal
- Ukrainian costumes were worn at every special occasion
- apples, nuts and candies were hung on Christmas trees
- wheat was thrown onto the ceiling at Christmas
- priests blessed every parishioner's home
- every family used to save their best sheaf of wheat from the harvest for a дідух.

Guest Speaker

Invite guests from the community, e.g., a Ukrainian grandparent, to discuss the lifestyles of people in the past. Create a Venn diagram to compare and contrast an aspect of life today with the past; e.g., household chores and responsibilities, school.

Sketches of the Past

Students make sketches to illustrate scenes from the lives of people in the past. They share their sketches with classmates in groups. Discussions centre on how people's actions and lifestyles change to accommodate the changing needs of people; e.g.,

- Колись люди ...
- Сьогодні ми ...

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GRADE **3**

Specific Outcome

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate the changing needs of people. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify how people's actions and lifestyles change to accommodate the changing needs of people?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify how people's actions and lifestyles change to accommodate the changing needs of people (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify how people's actions and lifestyles change to accommodate the changing needs of people. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify how people's actions and lifestyles change to accommodate the changing needs of people. Offer feedback, encouragement and praise as needed.

☐ Conferences

Conference with students to determine their skill in identifying how people's actions and lifestyles change to accommodate the changing needs of people. Provide feedback and guidance.

SAMPLE RESOURCES

- *Пригоди.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977**,** «Свята», с. 93–114.
- Ukrainian guest speakers; e.g., grandparents.
- Graphic organizers; e.g., Venn diagram (see sample blackline masters in Appendix D).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE 3

Specific Outcome

Positive Group Membership

Students will be able to:

7.3.1 experience that helping others is rewarding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Orphanage

Students collect items, e.g., school supplies, for an orphanage in Ukraine. They include short letters and cards for the children.

Helping in the Community

Have students help others in the community; e.g.,

- collect food for a food bank
- make a food hamper for a needy Ukrainian family in the community
- do something helpful for people with disabilities
- participate in a schoolyard or community clean-up

Bulletin Board

Establish a classroom bulletin board entitled "Хто кому помагав" and invite students to write examples of how other students have assisted them.

Helping Shapes

On forms cut out in the shape of a hand, students write, "Іван допоміг мені знайти рукавицю" or "Дякую, Ларисо, за те, що ти допомогла мені читати Осінні роботи." At the end of the activity, each student reads and presents his or her note of appreciation to the helper. These are placed in the helpers' portfolios.

Brainstorming

Invite students to brainstorm a list of ways they can or would like to help others:

- in the classroom
- in the school
- in their immediate community
- in the Ukrainian community.

Students choose one idea and plan a class project.

Role-play

Students work in pairs to role-play a situation in which one person requires assistance from another; e.g., a student new to the school, a person with crutches. Encourage students to share how they helped each other and how they felt when they were helping; e.g.,

- Я допоміг Тарасові ...

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SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– experience that helping others is rewarding?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experience that helping others is rewarding (see sample blackline master in Appendix E: Observation Checklist).

☐ Learning Logs

Students respond to prompts to write in their Learning Logs; e.g.,

– Щоб допомогти своєму партнерові, я _____.
(що зробив/ла)

– Унаслідок цього я почував/ла себе _____.
(як саме)

– Я зрозумів/ла, що допомагати іншим — _____ тому, що _____.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to experience that helping others is rewarding (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experience that helping others is rewarding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE **3**

Specific Outcome

Appreciating Diversity

Students will be able to:

7.3.2 explore diversity in the classroom, school and local community; and reflect on its significance to self.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Celebrations

Lead the class in a discussion of how students' families celebrate special events; e.g., birthdays, Christmas, Easter. As students share their family traditions, note these on chart paper.

Extension: Each student within a small group uses labelled cards to describe various traditions that his or her family celebrates every year. Students place the cards in the centre of the group if it is true for all group members. They place the cards in another spot if it is true for one individual.

Student Surveys

The teacher and students explore similarities and differences within the classroom or school by conducting student surveys.

Venn Diagram

Use a Venn diagram to help students recognize similarities and differences within the school. Students then work in pairs to use a Venn diagram to compare similarities and differences between themselves and their classmates.

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GRADE 3

Specific Outcome

Appreciating Diversity

Students will be able to:

7.3.2 explore diversity in the classroom, school and local community; and reflect on its significance to self. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore diversity in the classroom, school and local community; and reflect on its significance to self?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore diversity in the classroom, school and local community; and reflect on its significance to self (see sample blackline master in Appendix E: Observation Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explore diversity in the classroom, school and local community; and reflect on its significance to self. Offer feedback, encouragement and praise as needed.

☐ Learning Logs

Respond to students' Learning Logs to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore diversity in the classroom, school and local community; and reflect on its significance to self (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Venn diagram (see sample blackline master in Appendix D).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE **3**

Specific Outcome

Appreciating Similarity

Students will be able to:

7.3.3 explore similarities among members of the immediate community, and reflect on the significance of this to self.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Traditions Comparison

Read a book on a traditional Ukrainian Christmas. Have students discuss which of the traditions are still practised today. Or, read a book about a German or Polish family celebrating Christmas. Students can discuss some similarities between this family and theirs.

Daily Lives Comparison

With student input, the class compares students' daily lives with the lives of people in their immediate community. The similarities and differences may be recorded on graphic organizers, e.g., Venn diagrams, with a focus on the similarities.

Guest Speaker

Invite a guest speaker from the community, e.g., the bus driver, to speak with students. The teacher and students create a Venn diagram to compare and contrast the daily life of the guest speaker and their own. A discussion then follows, centring on similarities between members of the community and its significance to students.

Multicultural Experiences

Encourage students to participate in or attend multicultural celebrations and concerts either during or after school hours. Students report back to their classmates about their experiences.

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GRADE 3

Specific Outcome

Appreciating Similarity

Students will be able to:

7.3.3 explore similarities among members of the immediate community, and reflect on the significance of this to self. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore similarities among members of the immediate community, and reflect on the significance of this to self?

☐ Learning Logs

Respond to students' Learning Logs to provide positive feedback and support regarding their reflections on the activity and its significance to them.

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore similarities among members of the immediate community, and reflect on the significance of this to self (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore similarities among members of the immediate community, and reflect on the significance of this to self. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Guest speaker from the community.
- Multicultural celebrations or concerts.
- Graphic organizers; e.g., Venn diagram (see sample blackline masters in Appendix D).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE **3**

Specific Outcome

Contributing to Community

Students will be able to:

7.3.4 participate cooperatively in daily classroom duties, and support peers and classmates.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Clean-up Day

Elicit the assistance of students to help organize a clean-up day where students pick up litter in the schoolyard.

Duty List

Post a class list of duties that need to be done помічники on a regular basis. Students volunteer on a daily basis; e.g., листоноша, сторож, бібліотекар, асистент, секретар, касир.

Roles and Responsibilities

Lead students in a discussion about the roles and responsibilities students in Grade 3 might have at home and school. Student contributions are recorded on the board. Students create a web showing at least five responsibilities they have at home and at school, using the words and phrases recorded by the teacher.

Positive Contributions

Record students' responses in Ukrainian during a discussion about ways students can make positive contributions to the classroom and school. Each student is requested to design a mini-poster, using simple phrases in Ukrainian, showing three ways they can contribute to their classroom and school community; e.g., Я можу ... Я буду ...

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GRADE **3**

Specific Outcome

Contributing to Community

Students will be able to:

7.3.4 participate cooperatively in daily classroom duties, and support peers and classmates. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– participate cooperatively in daily classroom duties, and support peers and classmates?

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate cooperatively in daily classroom duties, and support peers and classmates. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to participate cooperatively in daily classroom duties, and support peers and classmates (see sample blackline master in Appendix E: Self-assessment Checklist).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate cooperatively in daily classroom duties, and support peers and classmates. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002, с. 25.
- *Health and Life Skills K–9: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE **3**

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 recognize that growing up involves making decisions and accepting consequences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Punctuality

Develop a theme on punctuality; e.g., when and where do you have to be on time? What are the consequences if you are late? Students create mini-posters, using illustrations and simple sentences to promote the theme.

Healthy Eating

In correlation with a health unit, students list foods that, according to the *Canada Food Guide*, contribute to personal health. They study their lunches that day to see if they have a healthy, balanced diet.

Classroom Rules

Invite students to provide input in establishing classroom rules and consequences for not following the established rules. The rules are written in short, simple sentences in Ukrainian and posted in the classroom.

Making Choices

Record students' responses on the board during a class sharing session on decision making. Students share situations in which they made good choices and situations in which they made bad choices. In their Learning Logs, they record three situations from good choices ("добрі рішення") and three from bad choices ("недобрі рішення") that have meaning for them.

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GRADE 3

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 recognize that growing up involves making decisions and accepting consequences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– recognize that growing up involves making decisions and accepting consequences?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that growing up involves making decisions and accepting consequences (see sample blackline master in Appendix E: Observation Checklist).

☐ Conferences

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions.

☐ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize that growing up involves making decisions and accepting consequences (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002, с. 25.
- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation.* Edmonton, AB: Alberta Learning, 2002.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE 3

Specific Outcome

Interdependence

Students will be able to:

7.4.2 identify the advantages and disadvantages of working collaboratively with a partner or group.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Work Strategies and Guidelines

When first introducing group work at the beginning of the year, have students brainstorm strategies that will contribute to cooperative and collaborative group work. Pose the question, "Що треба, щоб ми співпрацювали?" Record student responses in Ukrainian and post guidelines based on this discussion in the classroom for reference. Some suggested guidelines include:

- треба говорити по черзі
- треба говорити тихшим голосом
- треба слухати інших
- треба триматися своєї групи.

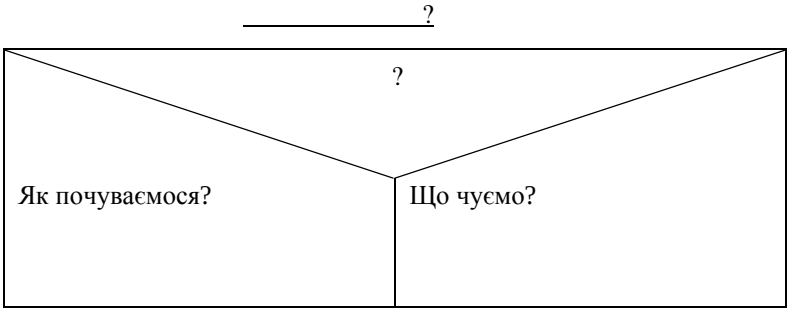
These guidelines can be used for student self-assessments or peer assessments.

People in Our Community

In correlation with social studies, students do a variety of activities about how people in our community rely on one another; e.g., farmers provide food, police protect us, teachers educate us.

Advantages and Disadvantages

When discussing the advantages and disadvantages of working with others, invite students to complete a class Y-chart entitled "Ми працюємо разом" or "Ми співпрацюємо."



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GRADE 3

Specific Outcome

Interdependence

Students will be able to:

7.4.2 identify the advantages and disadvantages of working collaboratively with a partner or group. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify the advantages and disadvantages of working collaboratively with a partner or group?

☐ Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify the advantages and disadvantages of working collaboratively with a partner or group (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify the advantages and disadvantages of working collaboratively with a partner or group. Offer feedback, encouragement and praise as needed.

☐ Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to identify the advantages and disadvantages of working collaboratively with a partner or group (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002, с. 25.
- Y-chart (see sample blackline master in Appendix D).

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE **3**

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 explore ways to resolve interpersonal conflict, and initiate and maintain new relationships.

SAMPLE TEACHING AND LEARNING ACTIVITIES

T-charts

As a class, students discuss small problems and big problems. Small problems are ones students can solve on their own. Big problems are ones that involve teacher intervention. Compare these in a T-chart; e.g.,

Дрібні проблеми	Великі проблеми

Pen Pals

Students develop a pen pal relationship with a bilingual class from another school or city.

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GRADE 3

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 explore ways to resolve interpersonal conflict, and initiate and maintain new relationships. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– explore ways to resolve interpersonal conflict, and initiate and maintain new relationships?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore ways to resolve interpersonal conflict, and initiate and maintain new relationships (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore ways to resolve interpersonal conflict, and initiate and maintain new relationships. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- Graphic organizers; e.g., T-charts (see sample blackline masters in Appendix D).
- Pen pals from another Ukrainian bilingual class.

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General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE **3**

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for improvement and/or change, and set personal goals.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Looking to the Future

Invite students to list ideas of how and where they can use their knowledge of Ukrainian in the present and future; e.g.,

- travelling
- meeting other Ukrainian bilingual students
- talking to баба, дідо and other relatives
- greeting a visitor from Ukraine
- meeting a new student from Ukraine or another Ukrainian-speaking country
- getting a job as an adult.

Setting Personal Goals

Students brainstorm a list of personal goals a Grade 3 student may have. Record students' ideas in Ukrainian on poster paper. Choosing one goal from the list, model how a goal can be written out, using a goal-setting sheet. Using the same goal-setting sheet, students each write out one short-term goal they want to accomplish.

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GRADE 3

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for improvement and/or change, and set personal goals. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

– identify personal strengths and areas for improvement and/or change, and set personal goals?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify personal strengths and areas for improvement and/or change, and set personal goals (see sample blackline master in Appendix E: Observation Checklist).

☐ Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify personal strengths and areas for improvement and/or change, and set personal goals. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

☐ Conferences

Conference with students to discuss their progress toward the goals they set for themselves at the beginning of the year. Provide feedback, suggestions and encouragement.

☐ Learning Logs

Using the monitoring sheet developed in class, students each write a short sentence or two reflecting on their progress toward achieving their goals.

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Rubric E–26
Rubric and Checklist E–28

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Appendix A: Specific Outcomes Chart

KINDERGARTEN

1.1	*Discover and Explore*	KINDERGARTEN
express ideas	• participate in and represent a range of experiences	**NOTES:**
consider others' ideas	• participate in a range of experiences	
experiment with language	• use a variety of forms to explore and express familiar events, ideas and information	
express preferences	• demonstrate enjoyment of an oral, print, visual or multimedia text	
set goals	• participate in teacher-led group reading activities, and demonstrate reading and writing behaviours	
1.2	***Clarify and Extend***	**KINDERGARTEN**
develop understanding	• recognize connections between new experiences and prior knowledge	**NOTES:**
explain opinions	• explore new experiences and ideas	
combine ideas	• group ideas and information to make sense	
extend understanding	• wonder about new ideas and observations	

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2.1	*General Comprehension Strategies*	KINDERGARTEN
prior knowledge	• make connections among oral language, texts and personal experiences	**NOTES:**
comprehension strategies	• anticipate meaning from familiar print, symbols and images	
textual cues	• recognize environmental print, symbols and images in context; and recognize own name	
cueing systems	• recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas	
2.2	***Respond to Texts***	**KINDERGARTEN**
experience various texts	• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories and illustrations	**NOTES:**
connect self, texts and culture	• share personal experiences related to oral, print, visual and multimedia texts; and represent the actions of people in texts	
appreciate the artistry of texts	• share feelings evoked by oral, print, visual and multimedia texts	

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2.3	***Understand Forms and Techniques***	**KINDERGARTEN**
forms and genres	• distinguish between what is realistic and imaginary in oral, literary and media forms and texts	**NOTES:**
techniques and elements	• develop a sense of story through listening, reading and viewing experiences	
vocabulary	• demonstrate curiosity about, and experiment with, sounds, letters, words and word patterns	
experiment with language	• appreciate the sounds and rhythms of language	
create original texts	• create original oral and media texts	
3.1	***Plan and Focus***	**KINDERGARTEN**
personal knowledge and experience	• demonstrate personal knowledge of a topic	**NOTES:**
ask questions	• ask essential questions to satisfy personal curiosity and information needs in the classroom context	
participate in group inquiry	• ask and answer essential questions to satisfy group curiosity and information needs in the classroom context	
create and follow a plan	• listen to and follow simple directions in the classroom context	

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3.2	*Select and Process*	KINDERGARTEN
identify personal and peer knowledge	• identify self and others as sources of information	**NOTES:**
identify sources	• seek information from others in the classroom context	
evaluate sources	• recognize when information answers the questions asked	
access information	• use visual and auditory cues to understand ideas and information	
make sense of information	• use prior knowledge to make sense of information	
3.3	***Organize, Record and Assess***	**KINDERGARTEN**
organize information	• categorize objects and visuals according to similarities and differences	**NOTES:**
record information	• represent and share information and ideas	
evaluate information	• share information gathered on a specific topic	
develop new understanding	• participate in information-gathering experiences	

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4.1	*Generate and Focus*	KINDERGARTEN
generate ideas	• share ideas from personal experiences	**NOTES:**
choose forms	• participate in shared text experiences	
organize ideas	• recognize that ideas expressed in oral language can be represented and recorded	
4.2	***Enhance and Improve***	**KINDERGARTEN**
appraise own and others' work	• participate in the sharing of own creations and those of others	**NOTES:**
revise content	• express lack of understanding	
enhance legibility	• trace and copy letters, and explore letter keys on the keyboard	
enhance artistry	• use familiar words to describe ideas	
enhance presentation	• use visuals to express ideas, feelings and information	
4.3	***Attend to Conventions***	**KINDERGARTEN**
grammar and usage	• check for complete sentences, with guidance	**NOTES:**
spelling	• connect sounds with letters	

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4.3	*Attend to Conventions* *(continued)*	KINDERGARTEN
capitalization and punctuation	• recognize some basic writing conventions	**NOTES:**
4.4	***Present and Share***	**KINDERGARTEN**
share ideas and information	• use illustrations and other materials to share information and ideas	**NOTES:**
effective oral and visual communication	• express and represent ideas through various media and forms	
attentive listening and viewing	• demonstrate active listening and viewing behaviours	
5.1	***Develop and Celebrate Community***	**KINDERGARTEN**
share and compare responses	• represent and draw about self and family	**NOTES:**
relate texts to culture	• listen actively to stories, and demonstrate curiosity	
appreciate diversity	• connect aspects of stories to personal feelings and experiences	
celebrate special occasions	• contribute to group experiences to create and celebrate	

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5.2	***Encourage, Support and Work with Others***	**KINDERGARTEN**
cooperate with others	• participate in group activities	**NOTES:**
work in groups	• demonstrate attentiveness in group activities	
use language to show respect	• recognize variations in language use	
evaluate group process	• help others and ask others for help	
6.1	***Linguistic Elements***	**KINDERGARTEN**
sound–symbol system	• listen to, identify and begin to produce basic sounds of the Ukrainian language	**NOTES:**
lexicon	• repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment	

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6.1	***Linguistic Elements*** *(continued)*	**KINDERGARTEN**
grammatical elements	• use, in modelled situations,[1] the following grammatical elements: ***Nouns*** – all genders; e.g., *зошит*, *книжка*, *авто* – nominative singular and plural; e.g., *зошит/-и*, *книжка/ -и*, *авто/-а* – vocative; e.g., *мамо*, *Лесю*, *Степане*, *тату* ***Pronouns*** – demonstrative, possessive, interrogative nominative singular; e.g., *той*, *моя*, *яке*, *хто/що* ***Adjectives*** – noun–adjective agreement; e.g., *новий зошит*, *цікава книжка*, *гарне авто* – nominative singular; e.g., *новий зошит*, *цікава книжка*, *гарне авто* ***Verbs*** – present of common verbs; e.g., *читаю*, *пишеш* • use, in structured situations,[2] the following grammatical elements: ***Pronouns*** – personal nominative; e.g., *я*, *ти*, *вони* ***Verbs*** – infinitive; e.g., *читати*, *писати* ***Adverbs*** – of quality; e.g., *добре*, *погано*	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.
2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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6.1	*Linguistic Elements (continued)*	KINDERGARTEN
mechanical features	• imitate basic mechanical features	**NOTES:**
discourse features	• imitate simple, basic discourse features in oral interactions in the immediate learning environment	
6.2	***Language Competence***	**KINDERGARTEN**
listening	• listen and respond to basic phrases in the learning environment	**NOTES:**
speaking	• repeat and create simple, patterned oral phrases in the learning environment	
reading	• recognize some letters	
writing	• copy letters	
viewing	• view and respond to familiar events and representations in the learning environment	
representing	• imitate and create simple representations of familiar ideas, events and information	
6.3	***Sociocultural/Sociolinguistic Competence***	**KINDERGARTEN**
register	• speak at a volume appropriate to classroom situations	**NOTES:**
idiomatic expressions	• imitate age-appropriate idiomatic expressions	

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6.3	***Sociocultural/Sociolinguistic Competence*** *(continue)*	**KINDERGARTEN**
variations in language	• experience a variety of voices; e.g., male and female, young and old	**NOTES:**
social conventions	• imitate simple routine social interactions	
nonverbal communication	• imitate some common nonverbal behaviours used in Ukrainian culture	
6.4	***Language Learning Strategies***	**KINDERGARTEN**
cognitive	• use simple cognitive strategies, with guidance, to enhance language learning; e.g., listen attentively, perform actions to match words of a song, story or rhyme	**NOTES:**
metacognitive	• use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher	
social/affective	• use simple social and affective strategies, with guidance, to enhance language learning; e.g., imitate or model interaction with others	

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6.5	*Language Use Strategies*	KINDERGARTEN
interactive	• use simple interactive strategies, with guidance; e.g., use words from their first language to get their meaning across, acknowledge being spoken to	**NOTES:**
interpretive	• use simple interpretive strategies, with guidance; e.g., use gestures, intonation and visual supports to aid comprehension	
productive	• use simple productive strategies, with guidance; e.g., mimic what the teacher says, use nonverbal means to communicate	
6.6	***General Learning Strategies***	**KINDERGARTEN**
cognitive	• use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes	**NOTES:**
metacognitive	• use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks, such as role playing, with the guidance of the teacher	
social/ affective	• use simple social and affective strategies to enhance general learning; e.g., watch others' actions and copy them	

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7.1	*Self-identity*	KINDERGARTEN
understanding self-identity	• represent self and family	**NOTES:**
developing positive self-identity	• recognize own importance as a person	
valuing Ukrainian language and culture	• participate in Ukrainian language and cultural activities in the classroom and school	
valuing bilingualism/ multiculturalism	• participate in classroom and school cultural activities	
7.2	***Ukrainian Culture***	**KINDERGARTEN**
historical elements	• participate in activities and experiences that reflect traditional elements of the Ukrainian culture; e.g., krapanky, hahilky, carols	**NOTES:**
contemporary elements	• participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture	
diversity	• experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture	
change	• participate in events marking changes	

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7.3	*Building Community*	KINDERGARTEN
positive group membership	• contribute to and cooperate in group activities	**NOTES:**
appreciating diversity	• recognize differences between self and peers	
appreciating similarity	• recognize similarities between self and peers	
contributing to community	• participate in and contribute to classroom activities	
7.4	***Global Citizenship***	**KINDERGARTEN**
responsible citizenship	• demonstrate personal and social responsibility in the classroom	**NOTES:**
interdependence	• participate and cooperate in tasks and activities with partners and in groups	
intercultural skills	• adapt to new situations	
future opportunities	• share or demonstrate personal strengths or achievements	

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GRADE 1

1.1	*Discover and Explore*	GRADE 1
express ideas	• express personal experiences and familiar events	**NOTES:**
consider others' ideas	• listen to and acknowledge experiences and feelings shared by others	
experiment with language	• use a variety of forms to explore and express familiar events, ideas and information	
express preferences	• express preferences for a variety of oral, print, visual and multimedia texts	
set goals	• participate in reading and writing activities	
1.2	***Clarify and Extend***	**GRADE 1**
develop understanding	• connect new experiences and information with prior knowledge	**NOTES:**
explain opinions	• express new experiences and ideas	
combine ideas	• group and sort ideas and information to make sense	
extend understanding	• demonstrate curiosity about ideas and observations to make sense of experiences	

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2.1	*General Comprehension Strategies*	GRADE 1
prior knowledge	• make connections among texts, prior knowledge and personal experiences	**NOTES:**
comprehension strategies	• ask basic questions to anticipate meaning, and use strategies to confirm understanding	
textual cues	• use textual cues, such as pictures and patterns, to construct and confirm meaning	
cueing systems	• use semantic, morphological, phonological, graphophonic and syntactic cues, such as initial consonants and syllabication, to construct and confirm meaning	
2.2	***Respond to Texts***	**GRADE 1**
experience various texts	• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as poems, oral storytelling, pattern books, audiotapes, stories and cartoons	**NOTES:**
connect self, texts and culture	• share personal experiences related to oral, print, visual and multimedia texts; and talk about the actions of people	
appreciate the artistry of texts	• share feelings and moods evoked by oral, print, visual and multimedia texts	

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2.3	*Understand Forms and Techniques*	GRADE 1
forms and genres	• recognize different oral, literary and media forms and texts	**NOTES:**
techniques and elements	• represent the beginning, middle and end of oral, print, visual and multimedia texts; and identify characters	
vocabulary	• experiment with parts of words, word combinations and word patterns	
experiment with language	• appreciate repetition, rhyme and rhythm in shared language experiences	
create original texts	• create oral and media texts to communicate and demonstrate understanding of modelled forms	
3.1	***Plan and Focus***	**GRADE 1**
personal knowledge and experience	• contribute personal knowledge and experience of a topic to gather information	**NOTES:**
ask questions	• ask basic questions to satisfy personal curiosity and information needs	
participate in group inquiry	• ask and answer basic questions to satisfy group curiosity and information needs	
create and follow a plan	• listen actively and follow directions for gathering information	

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3.2	*Select and Process*	GRADE 1
identify personal and peer knowledge	• identify and share basic personal knowledge related to experiences	**NOTES:**
identify sources	• seek information from a variety of sources	
evaluate sources	• recognize when information answers the questions asked	
access information	• understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning	
make sense of information	• make and check predictions, using prior knowledge and oral, visual and print text features to understand information	
3.3	***Organize, Record and Assess***	**GRADE 1**
organize information	• identify and categorize information according to similarities, differences and sequences	**NOTES:**
record information	• represent and express key facts and ideas in visual form or with words	
evaluate information	• use gathered information as a basis for communication	
develop new understanding	• recall, share and record information-gathering experiences in visual or text form	

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4.1	*Generate and Focus*	GRADE 1
generate ideas	• contribute ideas from personal experiences for oral, print and visual texts	**NOTES:**
choose forms	• share ideas and experiences, using simple text forms	
organize ideas	• organize visuals to express ideas and tell stories	
4.2	***Enhance and Improve***	**GRADE 1**
appraise own and others' work	• talk about own creations and those of others, using basic, common expressions	**NOTES:**
revise content	• ask simple questions to clarify meaning	
enhance legibility	• form recognizable letters; and use letters, numbers and basic function keys on the keyboard	
enhance artistry	• use familiar words or simple sentences to describe ideas	
enhance presentation	• use familiar words with visuals to express ideas, feelings and information	
4.3	***Attend to Conventions***	**GRADE 1**
grammar and usage	• check for complete sentences; and make sentences complete, with guidance	**NOTES:**
spelling	• copy familiar words	

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4.3	*Attend to Conventions (continued)*	GRADE 1
capitalization and punctuation	• imitate basic writing conventions	**NOTES:**
4.4	***Present and Share***	**GRADE 1**
share ideas and information	• share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation	**NOTES:**
effective oral and visual communication	• share information and ideas with a group	
attentive listening and viewing	• demonstrate active listening and viewing behaviours	
5.1	***Develop and Celebrate Community***	**GRADE 1**
share and compare responses	• tell and draw about self and family	**NOTES:**
relate texts to culture	• listen to stories from oral, print, visual and multimedia texts from different communities	
appreciate diversity	• connect aspects of stories and characters to personal feelings and experiences	
celebrate special occasions	• share ideas and experiences to create and celebrate	

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5.2	***Encourage, Support and Work with Others***	**GRADE 1**
cooperate with others	• work in partnerships and groups	**NOTES:**
work in groups	• take turns sharing information and ideas	
use language to show respect	• recognize that individuals adjust language use for different situations	
evaluate group process	• find ways to be helpful to others	
6.1	***Linguistic Elements***	**GRADE 1**
sound–symbol system	• listen to, identify and produce basic sounds of the Ukrainian language; and connect some sounds to the appropriate symbols	**NOTES:**
lexicon	• use simple vocabulary and expressions in daily situations	

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6.1 ***Linguistic Elements*** *(continued)*		**GRADE 1**
grammatical elements	• use, in modelled situations,[1] the following grammatical elements: ***Nouns*** – accusative singular inanimate; e.g., *зошит*, *книжку*, *авто* – genitive singular following negation; e.g., *зошита*, *книжки*, *авта* – locative singular; e.g., *у зошиті*, *книжці*, *авті* ***Pronouns*** – personal accusative; e.g., *мене*, *тебе*, *їх* – demonstrative, possessive, interrogative • nominative singular and plural; e.g., *той/ті*, *моя/мої*, *яке/які* • accusative singular inanimate; e.g., *той*, *мою*, *яке*, *що* ***Adjectives*** – accusative singular inanimate; e.g., *новий зошит*, *цікаву книжку*, *гарне авто* ***Verbs*** – present; e.g., *роблю*, *сидиш* – present of common reflexives; e.g., *одягаюся*, *миєшся* – imperative; e.g., *читай*, *пишіть*, *робімо* ***Expressions*** – date; e.g., *сьогодні третє вересня* – interrogative; e.g., *чому*, *коли*, *де*, *як* – of appeal; e.g., *мені подобається*, *тобі смакує*	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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6.1 ***Linguistic Elements*** *(continued)*		**GRADE 1**
grammatical elements	• use, in structured situations,[2] the following grammatical elements: ***Nouns*** – all genders – nominative singular and plural – vocative ***Adjectives*** – noun–adjective agreement – nominative singular and plural; e.g., *новий/-і зошит/-и*, *цікава/-і книжка/-и*, *гарне/-і авто/-а* ***Verbs*** – present of common verbs ***Adverbs*** – of location; e.g., *тут*, *там* – to express weather conditions; e.g., *холодно*, *тепло*, *соняшно* ***Conjunctions*** – coordinating; e.g., *і*, *та* • use, independently and consistently,[3] the following grammatical elements: ***Pronouns*** – personal nominative ***Verbs*** – infinitive ***Adverbs*** – of quality; e.g., *добре*, *погано* ***Numerals*** – cardinals 1–20; e.g., *один*, *двадцять*	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

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6.1 *Linguistic Elements* *(continued)*		GRADE 1
mechanical features	• imitate and experiment with basic mechanical features	**NOTES:**
discourse features	• imitate and experiment with basic discourse features in oral interactions in the immediate learning environment	
6.2	***Language Competence***	**GRADE 1**
listening	• listen to and understand simple oral sentences in the learning environment	**NOTES:**
speaking	• produce, orally, simple sentences in structured situations	
reading	• recognize and understand simple words in structured situations	
writing	• copy simple words and sentences	
viewing	• view and understand simple, familiar events and representations in the learning environment	
representing	• create simple representations of familiar ideas, events and information	

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6.3	*Sociocultural/Sociolinguistic Competence*	GRADE 1
register	• respond to tone of voice	**NOTES:**
idiomatic expressions	• imitate age-appropriate idiomatic expressions	
variations in language	• experience a variety of voices; e.g., male and female, young and old	
social conventions	• use basic social expressions appropriate to the classroom	
nonverbal communication	• understand the meaning of and imitate some common nonverbal behaviours used in Ukrainian culture	
6.4	***Language Learning Strategies***	**GRADE 1**
cognitive	• use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud	**NOTES:**
metacognitive	• use simple metacognitive strategies, with guidance, to enhance language learning; e.g., make choices about how they learn with the guidance of the teacher	
social/affective	• use simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in patterned reading experiences	

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6.5	*Language Use Strategies*	GRADE 1
interactive	• use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate	**NOTES:**
interpretive	• use simple interpretive strategies, with guidance; e.g., make connections between texts and prior knowledge and personal experience	
productive	• use simple productive strategies, with guidance; e.g., copy what others say or write, use words that are visible in the immediate environment	
6.6	***General Learning Strategies***	**GRADE 1**
cognitive	• use simple cognitive strategies to enhance general learning; e.g., use models	**NOTES:**
metacognitive	• use simple metacognitive strategies to enhance general learning; e.g., choose from among learning options	
social/ affective	• use simple social and affective strategies to enhance general learning; e.g., seek help from others	
7.1	***Self-identity***	**GRADE 1**
understanding self-identity	• tell and draw about self and family, and appreciate own uniqueness	**NOTES:**
developing positive self-identity	• understand and accept own importance as a person	

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7.1	***Self-identity*** *(continued)*	**GRADE 1**
valuing Ukrainian language and culture	• participate in Ukrainian language and cultural activities and traditions	**NOTES:**
valuing bilingualism/ multiculturalism	• participate in classroom, school and community cultural activities	
7.2	***Ukrainian Culture***	**GRADE 1**
historical elements	• participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter	**NOTES:**
contemporary elements	• participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture	
diversity	• experience linguistic/cultural elements of diverse origins from within the Ukrainian language and culture	
change	• illustrate that change occurs in one's immediate environment	

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7.3	*Building Community*	GRADE 1
positive group membership	• develop a special awareness and concern for classmates	**NOTES:**
appreciating diversity	• explore diversity in the school and within own family	
appreciating similarity	• explore similarities between self and peers and within own family	
contributing to community	• participate in, cooperate in and contribute to classroom and school activities	
7.4	***Global Citizenship***	**GRADE 1**
responsible citizenship	• demonstrate personal and social responsibility in the classroom and school	**NOTES:**
interdependence	• recognize own and others' contributions to a group	
intercultural skills	• work and play with others who are different, and recognize that rules can be different for different people	
future opportunities	• share or demonstrate personal strengths and areas for further development	

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GRADE 2

1.1	*Discover and Explore*	GRADE 2
express ideas	• make and talk about personal observations	**NOTES:**
consider others' ideas	• ask for others' ideas and observations to develop own personal understanding	
experiment with language	• use a variety of forms to organize and give meaning to familiar experiences, ideas and information	
express preferences	• collect and share favourite oral, print, visual and multimedia texts	
set goals	• choose to read and write	
1.2	***Clarify and Extend***	**GRADE 2**
develop understanding	• connect new information, ideas and experiences with prior knowledge and experiences	**NOTES:**
explain opinions	• describe new experiences and ideas	
combine ideas	• arrange ideas and information to make sense	
extend understanding	• ask basic questions to make sense of experiences	

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2.1	*General Comprehension Strategies*	GRADE 2
prior knowledge	• make connections among texts, prior knowledge and personal experiences	**NOTES:**
comprehension strategies	• anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding	
textual cues	• use textual cues, such as story models and titles, to construct and confirm meaning	
cueing systems	• use semantic, morphological, phonological, graphophonic and syntactic cues, such as syllabication/word families and sight words, to construct and confirm word meaning in context	
2.2	***Respond to Texts***	**GRADE 2**
experience various texts	• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as legends, puppet plays, video programs, songs, riddles and informational texts	**NOTES:**
connect self, texts and culture	• describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print, visual and multimedia texts	
appreciate the artistry of texts	• identify and express the feelings of people in oral, print, visual and multimedia texts	

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2.3	***Understand Forms and Techniques***	**GRADE 2**
forms and genres	• recognize that information and ideas can be expressed in a variety of forms and texts	**NOTES:**
techniques and elements	• relate the beginning, middle and end of oral, print, visual and multimedia texts; and identify the main character	
vocabulary	• explore commonalities in word families to increase vocabulary	
experiment with language	• demonstrate interest in the sounds and rhythms of words, word combinations and phrases in oral, literary and media presentations	
create original texts	• create basic texts to communicate and demonstrate understanding of modelled forms	
3.1	***Plan and Focus***	**GRADE 2**
personal knowledge and experience	• record and share personal knowledge and experience of a topic	**NOTES:**
ask questions	• ask questions to understand a topic, and identify information needs	
participate in group inquiry	• contribute information and questions to assist in group understanding of a topic or task	
create and follow a plan	• recall and follow directions for accessing and gathering information	

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3.2	***Select and Process***	**GRADE 2**
identify personal and peer knowledge	• participate in group discussion to generate information on a topic, and identify sources of additional information	**NOTES:**
identify sources	• answer questions, using oral, visual and print information sources	
evaluate sources	• compare gathered ideas and information with personal knowledge	
access information	• use the specific library organizational system to locate information and ideas, and use visual and auditory cues to make meaning	
make sense of information	• make connections between prior knowledge, ideas and information, and oral, visual and print text features	
3.3	***Organize, Record and Assess***	**GRADE 2**
organize information	• categorize related information and ideas, using a variety of strategies	**NOTES:**
record information	• record key facts and ideas in own words, and identify titles and writers of sources	
evaluate information	• examine gathered information, with teacher guidance, to decide what to share or omit	

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3.3	*Organize, Record and Assess (continued)*	GRADE 2
develop new understanding	• recall, discuss and record information-gathering experiences	**NOTES:**
4.1	***Plan and Focus***	**GRADE 2**
generate ideas	• generate and contribute ideas on particular topics for oral, print and visual texts	**NOTES:**
choose forms	• share ideas and experiences, using various text forms for particular audiences	
organize ideas	• organize visuals and print to express ideas and tell stories	
4.2	***Enhance and Improve***	**GRADE 2**
appraise own and others' work	• talk about own creations and those of others, using common expressions	**NOTES:**
revise content	• ask basic questions to clarify ideas	
enhance legibility	• strive for consistency in letter size and shape, print letters in the correct direction, and use the keyboard to produce text	
enhance artistry	• experiment with words and sentence patterns, with support	
enhance presentation	• combine illustrations and simple print texts to express ideas, feelings and information	

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4.3	*Attend to Conventions*	GRADE 2
grammar and usage	• check for complete sentences, and make sentences complete	**NOTES:**
spelling	• spell familiar words, using basic strategies and resources	
capitalization and punctuation	• use basic writing conventions	
4.4	***Present and Share***	**GRADE 2**
share ideas and information	• share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions	**NOTES:**
effective oral and visual communication	• present information and ideas	
attentive listening and viewing	• demonstrate attentive audience behaviours	
5.1	***Develop and Celebrate Community***	**GRADE 2**
share and compare responses	• tell, draw and write about self, family and community	**NOTES:**
relate texts to culture	• explore similarities among stories from oral, print, visual and multimedia texts from different communities	
appreciate diversity	• connect aspects of stories and characters to personal feelings and experiences	

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5.1	*Develop and Celebrate Community (continued)*	GRADE 2
celebrate special occasions	• participate in shared language experiences to celebrate individual and class achievements and cultural events	**NOTES:**
5.2	***Encourage, Support and Work with Others***	**GRADE 2**
cooperate with others	• cooperate in small groups	**NOTES:**
work in groups	• contribute related ideas and information in whole-class and small-group activities	
use language to show respect	• adjust own language use for different situations	
evaluate group process	• acknowledge the achievements of others	
6.1	***Linguistic Elements***	**GRADE 2**
sound–symbol system	• use, orally and in writing, the Ukrainian alphabet—consonants and vowels	**NOTES:**
lexicon	• experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment	

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6.1	***Linguistic Elements*** *(continued)*	**GRADE 2**
grammatical elements	• use, in modelled situations,[1] the following grammatical elements: ***Nouns*** – accusative singular animate; e.g., *Степана*, *учня* – genitive singular – irregular plurals, including pluralia tantum, nominative; e.g., *двері*, *штани*, *окуляри*, *гроші*, *люди*, *діти* ***Pronouns*** – personal genitive; e.g., *мене*, *тебе*, *їх* – demonstrative, possessive, interrogative • accusative singular inanimate and animate; e.g., *той/того*, *мою*, *яке*, *кого/що* • genitive singular; e.g., *того*, *моєї*, *якого*, *кого/чого* ***Adjectives*** – accusative singular animate; e.g., *доброго учня* – genitive singular; e.g., *нового зошита*, *цікавої книжки*, *гарного авта* ***Verbs*** – future imperfective; e.g., *буду робити*, *будуть читати* – modal verbs; e.g., *хотіти*, *мусити*, *могти* ***Expressions*** – date and year; e.g., *сьогодні третє вересня дві тисячі першого року* – time; e.g., *перша тридцять* ***Numerals*** – 1–4 plus noun agreement; e.g., *дві книжки*, *три учні* – ordinals 1–12; e.g., *перший*, *друга*, *двадцята*	**NOTES:**

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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6.1	***Linguistic Elements*** *(continued)*	**GRADE 2**
grammatical elements	• use, in structured situations,[2] the following grammatical elements: ***Nouns*** – accusative singular inanimate – genitive singular following negation – locative singular ***Pronouns*** – personal accusative – demonstrative, possessive, interrogative nominative singular and plural ***Adjectives*** – accusative singular inanimate ***Verbs*** – present – present of common reflexives – imperative ***Adverbs*** – of location/direction – of time; e.g., *сьогодні*, *завтра*, *щодня* ***Expressions*** – date – interrogative; e.g., *куди* – of appeal ***Conjunctions*** – coordinating; e.g., *а*, *але*, *або*, *бо* • use, independently and consistently,[3] the following grammatical elements: ***Nouns*** – all genders – nominative singular and plural – vocative ***Adjectives*** – noun–adjective agreement – nominative singular and plural ***Adverbs*** – of location – to express weather conditions ***Conjunctions*** – coordinating; e.g., *і*, *та*	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

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6.1	*Linguistic Elements (continued)*	GRADE 2
mechanical features	• imitate and experiment with basic mechanical features	**NOTES:**
discourse features	• experiment with and use basic discourse features in oral and print texts	
6.2	***Language Competence***	**GRADE 2**
listening	• listen to and understand simple oral sentences in a variety of familiar situations	**NOTES:**
speaking	• produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations	
reading	• read and understand simple words and sentences in structured situations	
writing	• produce, with guidance, simple words and sentences on familiar topics	
viewing	• view and understand simple, familiar events and representations	
representing	• use a variety of forms to create simple representations of ideas, events and information	

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6.3	*Sociocultural/Sociolinguistic Competence*	GRADE 2
register	• distinguish between formal and informal situations	**NOTES:**
idiomatic expressions	• understand and use some simple idiomatic expressions as set phrases	
variations in language	acknowledge individual differences in speech	
social conventions	• use basic politeness conventions	
nonverbal communication	• experiment with using some simple nonverbal means of communication	
6.4	***Language Learning Strategies***	**GRADE 2**
cognitive	• use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns	**NOTES:**
metacognitive	• use simple metacognitive strategies, with guidance, to enhance language learning; e.g., rehearse or role-play language	

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6.4	*Language Learning Strategies (continued)*	GRADE 2
social/affective	• use simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text	**NOTES:**
6.5	***Language Use Strategies***	**GRADE 2**
interactive	use simple interactive strategies, with guidance; e.g., indicate lack of understanding verbally or nonverbally	**NOTES:**
interpretive	• use simple interpretive strategies, with guidance; e.g., use illustrations to aid reading comprehension	
productive	• use simple productive strategies, with guidance; e.g., use familiar repetitive patterns from stories, songs, rhymes or media	
6.6	***General Learning Strategies***	**GRADE 2**
cognitive	• use simple cognitive strategies to enhance general learning; e.g., connect what they already know with what they are learning	**NOTES:**
metacognitive	• use simple metacognitive strategies to enhance general learning; e.g., discover how their efforts can affect their learning	
social/affective	• use simple social and affective strategies to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn	

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7.1	*Self-identity*	GRADE 2
understanding self-identity	• express own self-concept, and extend that understanding to include new ideas and perspectives	**NOTES:**
developing positive self-identity	• understand own place and importance in the home and school	
valuing Ukrainian language and culture	• participate in and appreciate Ukrainian language and cultural activities and traditions	
valuing bilingualism/ multiculturalism	• participate in and appreciate bilingual/multicultural educational activities	
7.2	***Ukrainian Culture***	**GRADE 2**
historical elements	• participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter	**NOTES:**
contemporary elements	• participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture	
diversity	• recognize diverse elements of the Ukrainian language and culture in school and/or the local community	

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7.2	***Ukrainian Culture*** *(continued)*	**GRADE 2**
change	• gather information to demonstrate change within the Ukrainian language and culture	**NOTES:**
7.3	***Building Community***	**GRADE 2**
positive group membership	• practise consideration for others	**NOTES:**
appreciating diversity	• recognize and appreciate diversity in the family, school and community	
appreciating similarity	• recognize and appreciate similarities between self and others	
contributing to community	• participate cooperatively in group activities, by contributing ideas and supporting others	
7.4	***Global Citizenship***	**GRADE 2**
responsible citizenship	• demonstrate personal and social responsibility in the classroom, school and community	**NOTES:**
interdependence	• recognize the advantages of working with a partner or within a group, and recognize that one affects and is affected by the actions of others	

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7.4	***Global Citizenship*** *(continued)*	**GRADE 2**
intercultural skills	• identify and describe causes of conflict in the classroom, and listen with attention to the opinions of others	**NOTES:**
future opportunities	• identify personal strengths and areas for improvement	

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GRADE 3

1.1	*Discover and Explore*	GRADE 3
express ideas	• describe personal observations, experiences and feelings	**NOTES:**
consider others' ideas	• consider others' ideas and observations to develop own personal understanding	
experiment with language	• experiment with language to express feelings, and talk about memorable experiences and events	
express preferences	• explain why an oral, print, visual or multimedia text is a personal favourite	
set goals	• develop a sense of self as reader, writer and illustrator	
1.2	***Clarify and Extend***	**GRADE 3**
develop understanding	• examine how new experiences, ideas and information connect to prior knowledge and experiences	**NOTES:**
explain opinions	• explain new experiences and ideas	
combine ideas	• arrange ideas and information in more than one way to make sense for self and others	
extend understanding	• ask questions to clarify and extend understanding	

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2.1	*General Comprehension Strategies*	GRADE 3
prior knowledge	• make connections among texts, prior knowledge and personal experiences	**NOTES:**
comprehension strategies	• make and confirm predictions and inferences, and draw conclusions	
textual cues	• use textual cues, such as paragraphing and indentation, to construct and confirm meaning	
cueing systems	• use semantic, morphological, phonological, graphophonic and syntactic cues, such as prefixes and suffixes, to construct and confirm word meaning in context	
2.2	***Respond to Texts***	**GRADE 3**
experience various texts	• participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions, such as folk music and dance, illustrated storybooks, CD–ROMs, plays and fables	**NOTES:**
connect self, texts and culture	• compare own experiences and traditions with those of various communities and cultures portrayed in oral, print, visual and multimedia texts	
appreciate the artistry of texts	• identify mood created in oral, print, visual and multimedia texts	

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2.3	***Understand Forms and Techniques***	**GRADE 3**
forms and genres	• recognize the distinguishing features of a variety of forms and texts	**NOTES:**
techniques and elements	• identify the sequence of events in oral, print, visual and multimedia texts; the time and place in which they occur; and the main and supporting characters	
vocabulary	• build knowledge of word patterns and commonalities in word families	
experiment with language	• identify examples of repeated sounds and poetic effects that contribute to enjoyment; and recognize humour in oral, print, visual and multimedia texts	
create original texts	• create original texts to communicate and demonstrate understanding of forms and techniques	
3.1	***Plan and Focus***	**GRADE 3**
personal knowledge and experience	• identify and categorize personal knowledge and experience of a topic to determine information needs	**NOTES:**
ask questions	• ask topic-appropriate questions, and identify and communicate information needs	
participate in group inquiry	• contribute information in group discussions to assist in group understanding of a topic or task	

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3.1	***Plan and Focus*** *(continued)*	**GRADE 3**
create and follow a plan	• recall and follow a sequential plan for accessing and gathering information	**NOTES:**
3.2	***Select and Process***	**GRADE 3**
identify personal and peer knowledge	• record and share personal knowledge of a topic	**NOTES:**
identify sources	• access information, using a variety of sources	
evaluate sources	• match information to inquiry or research needs	
access information	• use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas	
make sense of information	• determine the main ideas in information, using prior knowledge, predictions and connections	
3.3	***Organize, Record and Assess***	**GRADE 3**
organize information	• organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing	**NOTES:**
record information	• record facts and ideas, using a variety of strategies; and list authors and titles of sources	

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3.3	***Organize, Record and Assess*** *(continued)*	**GRADE 3**
evaluate information	• determine, with teacher guidance, whether collected information is sufficient or inadequate for the established purpose	**NOTES:**
develop new understanding	• use gathered information and questions to review and add to knowledge	
4.1	***Generate and Focus***	**GRADE 3**
generate ideas	• generate and contribute ideas on particular topics for oral, print and visual texts	**NOTES:**
choose forms	• use a variety of text forms for particular audiences and purposes	
organize ideas	• arrange ideas in own oral, print and visual texts, using organizers	
4.2	***Enhance and Improve***	**GRADE 3**
appraise own and others' work	• share own stories and creations with peers, and respond to questions or comments	**NOTES:**
revise content	• revise own ideas to accommodate new ideas and information	
enhance legibility	• print or write letters legibly; and space words appropriately, both manually and using a keyboard	
enhance artistry	• experiment with words and sentence patterns, with support	

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4.2	*Enhance and Improve* *(continued)*	GRADE 3
enhance presentation	• combine illustrations and print texts to express ideas, feelings and information	**NOTES:**
4.3	***Attend to Conventions***	**GRADE 3**
grammar and usage	• edit a text to ensure it includes complete sentences	**NOTES:**
spelling	• spell familiar words, using a variety of strategies and resources	
capitalization and punctuation	• use basic writing conventions when editing and proofreading	
4.4	***Present and Share***	**GRADE 3**
share ideas and information	• share information and ideas on a topic with a familiar audience, and clarify information by responding to questions	**NOTES:**
effective oral and visual communication	• present information and ideas in an appropriate form	
attentive listening and viewing	• demonstrate appropriate audience behaviours	

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5.1	*Develop and Celebrate Community*	GRADE 3
share and compare responses	• record ideas and experiences, and share them with others	**NOTES:**
relate texts to culture	• compare ideas within stories from oral, print, visual and multimedia texts from different communities	
appreciate diversity	• connect situations portrayed in oral, print, visual and multimedia texts to personal experiences	
celebrate special occasions	• participate in language experiences to acknowledge and celebrate individual and class achievements and cultural events	
5.2	***Encourage, Support and Work with Others***	**GRADE 3**
cooperate with others	• cooperate in a variety of partnership and group structures	**NOTES:**
work in groups	• ask others for their ideas, and express interest in their contributions	
use language to show respect	• appreciate variations in language use in a variety of contexts in the immediate community	
evaluate group process	• understand how class members help each other	

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6.1	*Linguistic Elements*	GRADE 3
sound–symbol system	• use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends	**NOTES:**
lexicon	• use vocabulary and expressions appropriately in various situations in the classroom and school environment	
grammatical elements	• use, in modelled situations,[1] the following grammatical elements: ***Nouns*** – accusative plural inanimate; e.g., *зошити*, *книжки*, *авта* ***Pronouns*** – personal locative; e.g., *на мені*, *тобі*, *них* – demonstrative, possessive, interrogative • accusative singular animate • genitive singular • accusative plural inanimate; e.g., *ті*, *мої*, *які* ***Adjectives*** – noun–adjective agreement; e.g., *високий Микола*, *щасливе життя*, *українське ім'я* – accusative singular animate – genitive singular – accusative plural inanimate; e.g., *нові зошити*, *цікаві книжки*, *гарні авта* ***Verbs*** – past, all genders singular and plural; e.g., *читав*, *читала*, *читали* ***Expressions*** – of time; e.g., *учора*, *позавчора*, *минулого тижня*	

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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6.1	***Linguistic Elements*** *(continued)*	**GRADE 3**
grammatical elements	• use, in structured situations,[2] the following grammatical elements: ***Nouns*** – accusative singular animate – genitive singular – locative singular – irregular plurals, including pluralia tantum, nominative; e.g., *двері*, *штани*, *окуляри*, *гроші*, *люди*, *діти* ***Pronouns*** – personal genitive – demonstrative, possessive, interrogative • nominative singular and plural • accusative singular inanimate ***Adjectives*** – accusative singular inanimate ***Verbs*** – present – present of common reflexives – imperative – future imperfective – modal verbs ***Adverbs*** – of motion; e.g., *швидко*, *повільно* – of distance; e.g., *близько*, *далеко* – to express seasons; e.g., *узимку*, *восени* ***Expressions*** – date and year – time – of appeal ***Numerals*** – 1–4 plus noun agreement – ordinals 1–12	**NOTES:**

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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6.1	*Linguistic Elements (continued)*	GRADE 3
grammatical elements	• use, independently and consistently,[3] the following grammatical elements: ***Nouns*** – accusative singular inanimate ***Pronouns*** – personal accusative ***Verbs*** – present of common verbs ***Adverbs*** – of location/direction – of time; e.g., *сьогодні* ***Expressions*** – date – interrogative; e.g., *куди* ***Conjunctions*** – coordinating; e.g., *а*, *але*, *або*, *бо* ***Numerals*** – cardinals 1–100; e.g., *тридцять*, *сто*	**NOTES:**

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

6.1	*Linguistic Elements (continued)*	GRADE 3
mechanical features	• experiment with and use basic mechanical features	**NOTES:**
discourse features	• experiment with and use basic discourse features in oral, print and visual texts	
6.2	***Language Competence***	**GRADE 3**
listening	• listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations	**NOTES:**
speaking	• produce, spontaneously or with guidance, a series of interrelated ideas on a familiar topic	

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6.2	***Language Competence*** *(continued)*	**GRADE 3**
reading	• read and understand a series of sentences or a short text on a familiar topic in structured situations	**NOTES:**
writing	• produce, spontaneously or with guidance, simple texts on a familiar topic in structured situations	
viewing	• view and understand simple events and representations	
representing	• use a variety of forms to create representations of ideas, events and information	
6.3	***Sociocultural/Sociolinguistic Competence***	**GRADE 3**
register	• recognize that some topics, words or intonations are inappropriate in certain contexts	**NOTES:**
idiomatic expressions	• understand and use a variety of simple idiomatic expressions as set phrases	
variations in language	• accept individual differences in speech	
social conventions	• use appropriate oral forms of address for people frequently encountered	
nonverbal communication	• recognize that some nonverbal behaviours may be inappropriate in certain contexts	

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6.4	*Language Learning Strategies*	GRADE 3
cognitive	• use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language	**NOTES:**
metacognitive	• use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., decide in advance to attend to the learning task	
social/affective	• use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., reread familiar self-chosen texts to enhance understanding and enjoyment	
6.5	***Language Use Strategies***	**GRADE 3**
interactive	• use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition when they do not understand	**NOTES:**
interpretive	• use a variety of simple interpretive strategies, with guidance; e.g., determine the purpose of listening, listen or look for key words	
productive	• use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts	

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6.6	*General Learning Strategies*	GRADE 3
cognitive	• use simple cognitive strategies to enhance general learning; e.g., experiment with and concentrate on one thing at a time	**NOTES:**
metacognitive	• use simple metacognitive strategies to enhance general learning; e.g., decide in advance to attend to the learning task	
social/affective	• use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks	
7.1	***Self-identity***	**GRADE 3**
understanding self-identity	• explore and examine various sources of information for development of own self-concept	**NOTES:**
developing positive self-identity	• understand own strengths and abilities	
valuing Ukrainian language and culture	• recognize and appreciate various elements of Ukrainian language and culture	
valuing bilingualism/ multiculturalism	• recognize and appreciate various elements of a bilingual/multicultural education	

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7.2	*Ukrainian Culture*	GRADE 3
historical elements	• participate in activities and experiences that reflect traditional elements of the Ukrainian language and culture; e.g., Christmas, Easter	**NOTES:**
contemporary elements	• participate in activities and experiences that reflect contemporary elements of the Ukrainian language and culture	
diversity	• identify diverse elements of the Ukrainian language and culture in school and/or the local community	
change	• identify how people's actions and lifestyles change to accommodate the changing needs of people	
7.3	***Building Community***	**GRADE 3**
positive group membership	• experience that helping others is rewarding	**NOTES:**
appreciating diversity	• explore diversity in the classroom, school and local community; and reflect on its significance to self	
appreciating similarity	• explore similarities among members of the immediate community, and reflect on the significance of this to self	
contributing to community	• participate cooperatively in daily classroom duties, and support peers and classmates	

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7.4	***Global Citizenship***	**GRADE 3**
responsible citizenship	• recognize that growing up involves making decisions and accepting consequences	**NOTES:**
interdependence	• identify the advantages and disadvantages of working collaboratively with a partner or group	
intercultural skills	• explore ways to resolve interpersonal conflict, and initiate and maintain new relationships	
future opportunities	• identify personal strengths and areas for improvement and/or change, and set personal goals	

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Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

Прикметники	Adjectives
великий	big
короткий	short
малий	small/little
високий	tall
Тварини	**Animals**
ведмідь	bear
бобер	beaver
птах/птаха; птахи	bird; birds
бізон/буйвіл	bison/buffalo
карибу	caribou
кіт/киця/котик	cat
худоба	cattle
курка	chicken
бурундук	chipmunk
корова	cow
койот	coyote
олень	deer
собака/пес	dog
качка	duck
канадський олень	elk/wapiti
лисиця	fox
коза	goat
гуска	goose
ховрах/гофер	gopher
їжак	hedgehog
кінь/коник	horse

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Тварини (продовження)	**Animals** (continued)
бабак	marmot
лось	moose
гірський козел	mountain goat
миша	mouse
видра	otter
свиня	pig
дикобраз	porcupine
пума	puma
заєць/зайчик	rabbit
єнот	raccoon
півень	rooster
тюлень	seal
вівця	sheep
скунс	skunk
білка/вивірка	squirrel
індик	turkey
морж	walrus
кит	whale
вовк	wolf
Частини тіла	**Body Parts**
кісточка/щиколотка	ankle
рука	arm/hand
спина	back
сідниці	buttocks
щока	cheek
груди	chest
підборіддя/борода	chin
вухо/вуха	ear/ears
лікоть/лікті	elbow/elbows
брова/брови	eyebrow/eyebrows

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Частини тіла (продовження)	**Body Parts** (continued)
вії	eyelashes
око/очі	eye/eyes
обличчя/лице	face
палець	finger
нігті	fingernails
стопа/ступня	foot
чоло/лоб	forehead
волосся	hair
голова	head
п'ята	heel
стегна/клуби	hips
коліно	knee
нога	leg/foot
губи/уста	lips
рот	mouth
шия	neck
ніс	nose
голінка/гомілка	shin
плече	shoulder
живіт	stomach
зуби	teeth
великий палець	thumb
палець на нозі	toe
торс	torso/trunk
тулуб	trunk/torso
зап'ясток/зап'ястя	wrist/wrists

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Календар	Calendar
Місяці	**Months**
січень	January
лютий	February
березень	March
квітень	April
травень	May
червень	June
липень	July
серпень	August
вересень	September
жовтень	October
листопад	November
грудень	December
Дні тижня	**Days of the Week**
понеділок	Monday
вівторок	Tuesday
середа	Wednesday
четвер	Thursday
п'ятниця	Friday
субота	Saturday
неділя	Sunday
Пори року	**Seasons**
весна	spring
літо	summer
осінь	autumn
зима	winter

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У клясі/класі	Classroom
акваріюм/акваріум	aquarium
атлас	atlas
дошка	blackboard
книга/книжка	book
калькулятор	calculator
крісло/стілець	chair/stool
крейда	chalk
годинник	clock
вішалки	coat hooks
кольорові олівці	coloured pencils/crayons
комп'ютер	computer
шафки	cupboards
письмовий стіл/парта	desk
словник	dictionary
двері	door
ґумка	eraser
папка	file folder
шафка для папок	filing cabinet
стяг/прапор	flag
смітник/кошик для сміття	garbage can/bin
глобус	globe
клей	glue
шкільна шафка	locker
маркери/фломастери	markers
зошит	notebook
папір	paper
ручка/перо	pen
олівець	pencil
пенал	pencil case
стругачка/застругувач	pencil sharpener
лінійка	ruler

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У клясі/класі (продовження)	**Classroom** (continued)
ножиці	scissors
полиця	shelf
раковина	sink
учень/учениця; школяр/школярка	student
парта	student desk
магнітофон	tape recorder
учитель/учителька	teacher
телевізор	television
відеомагнітофон	VCR
вікна	windows
мапа світу/карта світу	world map
Одяг	**Clothing**
ранець/наплечник	backpack
купальник	bathing suit (female)
плавки	bathing suit (male)
ремінь/пояс/пасок	belt
блюзка/блузка	blouse
чоботи	boots
кашкет/картуз	cap/hat
плащ/пальто	coat
сукня/сукенка	dress
навушники	earmuffs
окуляри	glasses
бриль/капелюх	hat/rimmed hat
халат	housecoat
піджак	jacket, blazer
куртка	jacket
джинси	jeans
спортивний костюм	jogging suit

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Одяг (продовження)	**Clothing** (continued)
рукавиці/рукавички	mittens, gloves
панчохи	knee-highs
колготи	nylons
штани	pants
кишеня	pocket
сумка/сумочка/торбинка	purse
піжама	pyjamas
дощовик	raincoat
сандалі	sandals
шарф/шарфик	scarf
сорочка	shirt
черевики/капці/мешти	shoes
шорти	shorts
лижний костюм і шапка	ski suit and touque
спідниця	skirt
тапочки/капці	slippers
тенісівки/кросівки	sneakers/runners
шкарпетки	socks
костюм	suit
светер	sweater
теніска/футболка	T-shirt
краватка	tie
теплі колготи	tights
парасоля	umbrella
білизна	underwear
жилетка	vest
гаманець	wallet
годинник	watch

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Сім'я/родина	**Family**
тітка/тета/вуйна	aunt
немовля	baby/infant
брат	brother
дитина	child
діти	children
кузина/двоюрідна сестра	cousin (female)
кузен/двоюрідний брат	cousin (male)
дочка/донька/донечка	daughter
тато/батько	father
дід/дідусь	grandfather
баба/бабуся	grandmother
прадід/прадідусь	great-grandfather
прабаба/прабабця	great-grandmother
мама	mother
сестра	sister
син/синок	son
зведений брат	stepbrother
вітчим	stepfather
мачуха	stepmother
зведена сестра	stepsister
вуйко/дядько	uncle
Їжа та напої	**Food**
яблуко	apple
банан	banana
буряки	beets
ягоди	berries
хліб	bread
масло	butter
торт	cake
морква	carrot

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Їжа та напої (продовження)	**Food** (continued)
пластівці	cereals
сир	cheese
курка/курятина	chicken
кава	coffee
кукурудза	corn
десерт	dessert
яйце/яйця	egg/eggs
риба	fish
картопля фрі	French fries
фрукти/садовина	fruits (e.g., apples, peaches)
виноград	grapes
шинка	ham
морозиво	ice cream
м'ясо	meat
молоко	milk
помаранча/апельсин	orange
помаранчевий/апельсиновий сік	orange juice
персик	peach
груша	pear
горох	peas
ананас	pineapple
каша	porridge
картопляні чіпси	potato chips
сіль і перець	salt and pepper
сандвіч/канапка/бутерброд	sandwich
ковбаса	sausage
біфштекс	steak
полуниця	strawberry
чай	tea
помідор	tomato
овочі/городина	vegetables
сосиски	wieners

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Українські страви	Ukrainian Food
борщ	borscht/beet soup
гречана каша	buckwheat
калач	braided bread
голубці	cabbage rolls
кулеша/мамалига	cornmeal
налисники	crepes with fillings
паска	Easter bread
бабка	Easter sweet bread
пиріжки	filled bun
вареники	pyrohy/dumplings
пампушки	puffs
узвар, компот	stewed fruit compote
начинка	stuffing
коровай	wedding bread
кутя	wheat with honey
Овочі/городина	**Vegetables**
шпараґи/спаржа	asparagus
фасоля/квасоля	beans
буряк	beet
біб	broad bean
броколі	broccoli
капуста	cabbage
морква	carrot
цвітна капуста	cauliflower
селера	celery
кукурудза	corn on the cob
огірок	cucumber
баклажан	eggplant
часник	garlic
хрін	horseradish

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Овочі/городина (продовження)	**Vegetables** (continued)
салата	lettuce
гриби	mushrooms
цибуля	onion
горох	peas
картопля/бараболя	potato
гарбуз	pumpkin
редька/редиска	radish
шпінат	spinach
соняшник	sunflower
помідор	tomato
Фрукти/садовина	**Fruits**
яблуко	apple
абрикоса	apricot
банан	banana
ягоди	berries
черешні	cherries
ґрейпфрут	grapefruit
виноград	grapes
ківі	kiwi
цитрина/лимон	lemon
диня	melon
помаранча/апельсин	orange
персик	peach
груша	pear
ананас	pineapple
сливка	plum
малина	raspberries
вишні	sour cherries
полуниці	strawberries
кавун	watermelon
суниці	wild strawberries

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Приправи та спеції	**Seasonings and Spices**
мед	honey
помідоровий соус/кетчуп	ketchup
муштарда/гірчиця	mustard
олія	oil
перець	pepper
сіль	salt
сироп	syrup
оцет	vinegar
У школі	**At School**
заступник директора/ки	assistant/vice principal
ранець/наплечник	backpack
бейсбольне поле	baseball field
перерва	break/recess
водій автобуса	bus driver
кафетерій	cafeteria
клясна/класна кімната	classroom
лазанка	climbing apparatus
комп'ютерна лабораторія	computer lab
дорадник	counsellor
паркан	fence
поле	field
футбольне поле	football field
хвіртка/ворота	gate
сторож	guard
спортивна заля/ий зал	gymnasium
коридор	hallway, corridor
помічник/помічниця	helper/assistant
гірка	hill
бібліотекар/ка	librarian
бібліотека	library

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У школі (продовження)	**School** (continued)
обід	lunch
мапа/карта	map
музична кімната	music room
медсестра	nurse
офіс/канцелярія	office
подвір'я	yard
ігровий майданчик	playground
плакат/афіша	poster
директор/ка	principal
пісочниця	sandbox
школа	school
шкільний патруль	school patrol
секретар/секретарка	secretary
тротуар/хідник	sidewalk
учень/учениця; школяр/школярка	student (male/female)
гойдалка	swing
стіл	table
учитель/ка	teacher
перехід	walkway
лазничка/туалет	washroom, bathroom
Пора дня	**Time of Day**
ранок	morning
обід, полудень	noon
вечір	afternoon, evening
ніч	night, nighttime
Кольори	**Colours**
чорний	black
білий	white
жовтий	yellow
зелений	green

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Кольори (продовження)	**Colours** (continued)
пурпуровий/фіолетовий	purple
червоний	red
сірий	grey
помаранчевий/оранжевий	orange
синій	blue
брунатний/коричневий	brown
рожевий	pink
Погода	**Weather**
хмарно/похмуро	cloudy/foggy
холодно/зимно	cold
гаряче/гарячо	hot
іде дощ/падає дощ	It is raining.
іде сніг	It is snowing.
гримить	It is thundering.
сонячно	sunny
тепло	warm
вітряно	windy
погода	weather
погана погода	bad weather
мряка	drizzle
Дієслова	**Verbs**
досягати	to accomplish/to achieve
просити	to ask (for something)
бути	to be
купувати	to buy
кликати	to call/to beckon
носити	to carry
вибирати	to choose
закривати/зачиняти	to close something
розмальовувати/малювати	to colour

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Дієслова (продовження)	**Verbs** (continued)
рахувати	to count
плакати	to cry
різати/вирізати	to cut/to cut out
танцювати	to dance
робити	to do, to make
рисувати/малювати	to draw
пити	to drink
їсти	to eat
заходити, входити	to enter (i.e., a room)
падати	to fall
знаходити	to find
уставати/вставати	to get up/to arise
давати	to give
іти	to go
спускатися вниз	to go down (i.e., stairs)
виходити	to go out (i.e., of a room)
підійматися вгору	to go up (i.e., stairs)
скакати, стрибати	to jump
навчати/вивчати	to learn
подобатися, любити	to like, to love something
кохати	to love someone
слухати	to listen to
дивитися	to look at, watch (i.e., television)
шукати	to look for
відкривати, відчиняти	to open something
фарбувати	to paint
виконувати	to perform
бавитися, гратися	to play
вправляти, практикувати	to practise

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Дієслова (продовження)	**Verbs** (continued)
класти, ставити	to put or place something (book on a shelf, paper on a desk)
читати	to read
бігати	to run
співати	to sing
сідати, сидіти	to sit
спати	to sleep
учитися	to study
плавати	to swim
говорити, казати, розмовляти	to talk, speak, to converse
думати	to think
ходити	to walk
одягати	to wear (clothing—hat, etc.)
працювати	to work
писати	to write
Комахи	**Insects**
бджола	bee
жук	beetle
метелик	butterfly
гусениця	caterpillar
муха	fly
комар	mosquito
павук	spider
оса	wasp
хробак	worm
Удома	**At home**
лазничка/туалет	bathroom
ліжко	bed
спальня	bedroom
крісло	chair
шафа/шафи	cupboard(s)

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Удома (продовження)	**Home** (continued)
їдальня	dining room
холодильник	fridge
гараж	garage
дім/хата	house
кухня	kitchen
вітальня	living room
піч	oven
ґанок	porch/deck
килим/хідник	rug
канапа/диван	sofa couch
стілець	stool
стіл	table
телефон	telephone
телевізор	television
вікно	window
Свята	**Cultural Holidays**
день народження	Birthday
день Канади	Canada Day
Різдво	Christmas Day
Святий Вечір	Christmas Eve
Великдень	Easter
День батька	Father's Day
Йордан	Feast of Jordan/Epiphany
Галовін	Halloween
Івана Купала	Ivana Kupala
День матері	Mother's Day
іменини	Name's Day
Новий рік	New Year
Маланка	New Year's Eve
День подяки	Thanksgiving
День Святого Валентина	Valentine's Day

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Вислови	Expressions/Idioms
Час усе лікує	Time heals all things.
Час лине.	Time flies.
Хто рано встає, тому Бог дає.	The early bird catches the worm.
Хто мало спить, тому щастить.	Early to bed and early to rise makes a man healthy, wealthy and wise.
Не залишай на завтра те, що можеш зробити сьогодні	Never put off until tomorrow what you can do today.
Добре роби, добре буде.	What goes around comes around.
Усюди добре, та вдома найкраще.	There is no place like home.
Допомога в хаті	**Helping at Home**
мітла/віник	broom
відро	bucket/pail
прибирати хату, кімнати	to clean the house, rooms
митка/шматка	dishcloth
складати одяг	to fold clothes
прасувати	to iron
застеляти ліжко	to make the bed
шмата	rag
мило	soap
замітати	to sweep
пилососити	to vacuum
пилосос	vacuum cleaner
прати одяг	to wash clothes
мити посуд	to wash dishes

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Моя кімната	**My Room**
ліжко	bed
стіл	desk
лямпа	lamp
дзеркало	mirror
полиця	shelf
шафа для одягу	closet
День народження	**My Birthday**
день народження/уродини	birthday
торт	cake
свічки	candles
святкувати	to celebrate
забава, вечірка	party
Іти на закупи	**Going Shopping**
каса	cash register
харчі	groceries
продукти	grocery products
розпродажа	sale
крамниця/магазин	shop/store
торговий центр	shopping mall
мода/стиль	style
купувати	to buy
іти на закупи	to go shopping
міряти одяг	to try on clothes
товари	wares/products

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Гобі/хобі	Hobbies
іти в кіно	to go to the movies
іти в театр	to go to the theatre
гобі/улюблене заняття	hobbies, favourite activities
слухати музику	listen to music
малювати	to paint
читати	to read
ходити на лекції	to take lessons
танцювати	to dance
Спорт та ігри	**Sports and Games**
бейсбол	baseball
баскетбол	basketball
уболівальник	fan
американський футбол	football
матч/гра	game
змагання	competition
футбол	soccer
спорт	sport
стадіон	stadium
тренування	training
кубок	trophy
виграти	to win
У лікаря	**Going to the Doctor**
лікар	doctor
медики	medical personnel
медсестра/медбрат	nurse
лікарня/шпиталь	hospital
аналіз крові	blood test
рентґен	x-ray
ліки	medication

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У лікаря (продовження)	**Going to the Doctor** (continued)
вітаміни	vitamins
видужувати	to recover
видужання	recovery
виліковуватися/загоюватися	to heal
Домашні тварини	**Pets**
акваріум/акваріюм	aquarium
клітка	cage
кіт	cat
собака/пес	dog
корм	dry feed (pellets)
рибки	fish
морська свинка	guinea pig
хом'як	hamster
ящірка	lizard
кролик	rabbit
доглядати	to care for
годувати	to feed
Усе про садівництво	**Making Things Grow**
копати	to dig
квіти	flowers
город	garden
вазонки	house plants
сад	orchard
садити	to plant
рослини	plants
насіння	seeds
ґрунт/земля	soil
дерево	tree
лопата	trowel/shovel
вода	water
поливальниця	watering can

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Вакації/канікули/відпустка	**Vacation**
авто/машина	car
вагон	train car
екскурсія	excursion/field trip
рейс	flight
шосе	highway
готель	hotel
літак	airplane
курорт	resort
ночувати	to spend the night
валізи	suitcases
квитки	tickets
керувати/їхати	to drive
пакуватися	to pack
потяг/поїзд	train
подорожувати	to travel
подорож/поїздка	trip, journey
вантажне авто/вантажівка	truck
багажник	trunk
Професія	**Jobs**
бухгалтер	accountant
подаватися	to apply for
бізнес	business
лікар	doctor
водій	driver
пожежник	fireman
прибуток	income
професія/фах	job/occupation
адвокат/юрист	lawyer
бібліотекар	librarian
медсестра/медбрат	nurse
зарплата/заробіток/платня	pay, wages

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Професія (продовження)	**Jobs** (continued)
поліцай/поліцейський	police officer
посада/позиція	position
резюме	resume
секретар/секретарка	secretary
учитель/учителька	teacher
Телевізор	**Television**
телевізор	television
передача	program
фільм/кіно	film/movie
канал	channel
серіал	series
ведучий/ведуча	newscaster
документальний фільм	documentary
комедія	comedy

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Classroom Commands

Однина	English Singular	Множина	English Plural
Ходи сюди.	Come here.	Ходіть сюди.	Come here.
Дивись на дошку.	Look at the board.	Дивіться на дошку.	Look at the blackboard.
Підніми руку.	Raise your hand.	Підніміть руки.	Raise your hands.
Опусти руку.	Lower your hand.	Опустіть руки.	Lower your hands.
Відкрий книжку.	Open your book.	Відкрийте книжки.	Open your books.
Напиши своє ім'я.	Write your name.	Напишіть свої імена.	Write your names.
Нарисуй/намалюй.	Make a drawing.	Нарисуйте/намалюйте.	Make a drawing.
Закрий книжку.	Close your book.	Закрийте книжки.	Close your books.
Витягни книжку.	Take your book out.	Витягніть книжки.	Take out your books.
Встань.	Stand up.	Встаньте.	Stand up.
Сідай.	Sit down.	Сідайте.	Sit down.
Слухай.	Listen.	Слухайте.	Listen.
Переверни сторінку.	Turn the page.	Перевернiть сторінки.	Turn the pages.
Стань в ряд.	Line up.	Станьте в ряд.	Line up.
Читай	read	Читайте	read
Пиши	write	Пишіть	write
Говори	speak	Говоріть	speak

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Фрази	Phrases
Чи я можу піти до лазнички (тулету)?	May I go to the bathroom?
Чи я можу напитися води?	May I go drink some water?
Чи я можу застругати олівець?	May I sharpen my pencil?
Шукайте сторінку _____.	Look for the page number _____.
Шукайте сторінки _____.	Look for page numbers _____.
Перепрошую.	Excuse me./Forgive me.
Як сказати _____ українською мовою?	How do you say _____ in Ukrainian?
Як написати _____?	How do you write _____?
Вибачте./Мені шкода.	I am sorry.
Вибачте/пробачте.	Pardon me./Forgive me.
Я не знаю.	I don't know (it).
Я не пам'ятаю.	I don't remember.
Я не розумію.	I don't understand.
Я маю проблему.	I have a problem.
Мені треба _____.	I need _____.
Прошу повторити.	Repeat, please.
Прошу повільніше.	Slow, please.
Що тобі треба?	What do you need?
Що значить _____?	What does _____ mean?

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Фрази	Phrases
Я не знаю, як _____. (це робити).	I don't know how to _____.
Я не вмію _____./Я не можу _____.	I cannot _____.
Я не розумію./Я розумію.	I don't understand./I understand.
Я забув/забула _____.	I forgot _____.
Я загубила/загубив _____.	I lost _____.
Добридень./Добрий день.	Good day.
Доброго ранку.	Good morning.
Добрий вечір.	Good evening.
Привіт.	Hello. Greetings.
Вітаємо/Вітаю.	Welcome.
Прошу повторити.	Please repeat.
До побачення.	Goodbye.
Па-па.	Bye-bye.
Добраніч.	Good night.
Як справи?	How are things?
Усе в порядку./Усе нормально.	Everything is alright.
Прошу. Будь ласка.	Please.
Дякую./Щиро дякую.	Thank you./Thank you very much.
Мені подобається _____.	I like _____.
Тихо. Мовчи.	Quiet, be quiet.

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Фрази	Phrases
Домашнє завдання.	Homework.
Котра година?	What time is it?
О котрій годині?	At what time?
Що це?	What's this?
Так	Yes.
Ні	No.
Хто?	Who?
Що?	What?
Де?/Коли?	Where?/When?
Куди?/Як?	Where?/How?
Кому?/Кого?	To whom?/Whom?
Чому?/Чого?	Why?/What for?
З ким?	With whom?
З чим?	With what?
Моя черга?	My turn?
Дуже добре.	Very good.
Знаменито!	Excellent!
Я маю питання.	I have a question.
Це не справедливо.	This isn't fair.
Ніколи	Never.
Завжди	Always.
Іноді/часом	Sometimes.
Прошу, подай(те) _____.	Could you please pass _____.
Подайте, будь ласка, _____.	Could you please pass _____.
Що б ти випив/випила?	What would you like to drink?

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Фрази	Phrases
Що ти хочеш замовити?	What would you like to order?
Я хочу замовити _____.	I would like to order _____.
Що хочете на десерт?	What would you like for dessert?
Я одягаю(ся) _____.	I am getting dressed _____.
Я взуваю(ся) _____.	I am putting on _____ (footwear).
Я роздягаюся _____.	I am undressing _____.
Я скидаю _____.	I am taking off _____.
Я купую _____.	I am buying _____.
Я голодний/голодна.	I am hungry _____.
Час снідати/обідати/вечеряти.	Time to eat breakfast/lunch/dinner.
Чи можна дістати _____. ?	May I get _____?
Чи можна піти до _____. ? (бібліотеки, канцелярії _____.)	May I go to the _____?
Чи можна _____.?	May I _____?
Я веселий/весела.	I am happy.
Мені весело.	I am happy.
Мені нудно.	I am bored.
Мені сумно./Я сумний/сумна.	I'm sad.
Мені цікаво.	I'm interested.
Мені страшно./Я боюся.	I'm scared.
Мене звати…/Я називаюся _____.	My name is _____.
Я люблю _____.	I like _____.
Чи ти любиш _____.?	Do you like _____?
Мені подобається _____.	I enjoy/like _____.
Чи тобі подобається?	Do you enjoy/like _____?

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Фрази	Phrases
Мені _____ років.	I am ____ years old.
У мене/Я маю _____.	I have _____.
Я живу _____.	I live _____.
Де ти живеш?	Where do you live?
Я маю _____.	I have _____.
Я народився/народилася _____.	I was born _____.
Мій номер телефону _____.	My telephone number is _____.
Моя адреса _____.	My address is _____.

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Appendix C: Planning Tools

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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- ❑ Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- ❑ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- ❑ Decide how students will apply their learning.
- ❑ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ❑ Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- ❑ Break down assignments or tasks into smaller, more manageable parts.
- ❑ Give clear, concrete instructions and:
  - ___ provide a visual reference of the sequence of key steps in completing the assignment
  - ___ provide a checklist of assignment parts for students to mark as tasks are completed
  - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
  - ___ tape record directions or lectures for playback
  - ___ repeat instructions
  - ___ have students recall instructions in sequence.
- ❑ Model and demonstrate to promote understanding of directions.
- ❑ Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- ❑ Highlight key points of the lesson orally and visually.
- ❑ Select extension activities that will reinforce and extend learning.
- ❑ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ❑ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- ❑ Consider how the activity has been designed to motivate and engage student interest.
- ❑ Determine how to present an overview of the learning activity.
- ❑ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ❑ Build in opportunities to make connections between what the students know and what they are learning.

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Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- ❑ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work space.

- ❑ Provide a quiet work station like a study carrel in a corner of the classroom.
- ❑ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ❑ Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

- ❑ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ❑ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ❑ Rewrite materials at a lower reading level.
- ❑ Provide a graphic organizer for note taking; e.g., cloze style.
- ❑ Highlight passages of text.
- ❑ Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ❑ Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:

___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
___ a copy of the lecture notes
___ enlarged or reduced text
___ scribe
___ tape recordings
___ picture prompts
___ manipulatives
___ overlays
___ computers

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⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- ❑ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.

- ❑ Does the student need:
  - ___ a tape recording of the test
  - ___ a scribe to write down their ideas or answers
  - ___ the test questions read aloud
  - ___ a time extension
  - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- ❑ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ❑ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

- ❑ Show students how to plan for longer assignments by using a calendar.
- ❑ Show students how to study for an upcoming test.
- ❑ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- ❑ Consider ways to change the pace and allow students to focus on task for more condensed periods of time, if necessary.
- ❑ Prepare an assignment summary with task increments and time line to guide student's completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for those students who require more time to complete assignments.

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Year Plan

Grade(s): _____ **School Year:** _____ **Teacher(s):** _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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Year Plan

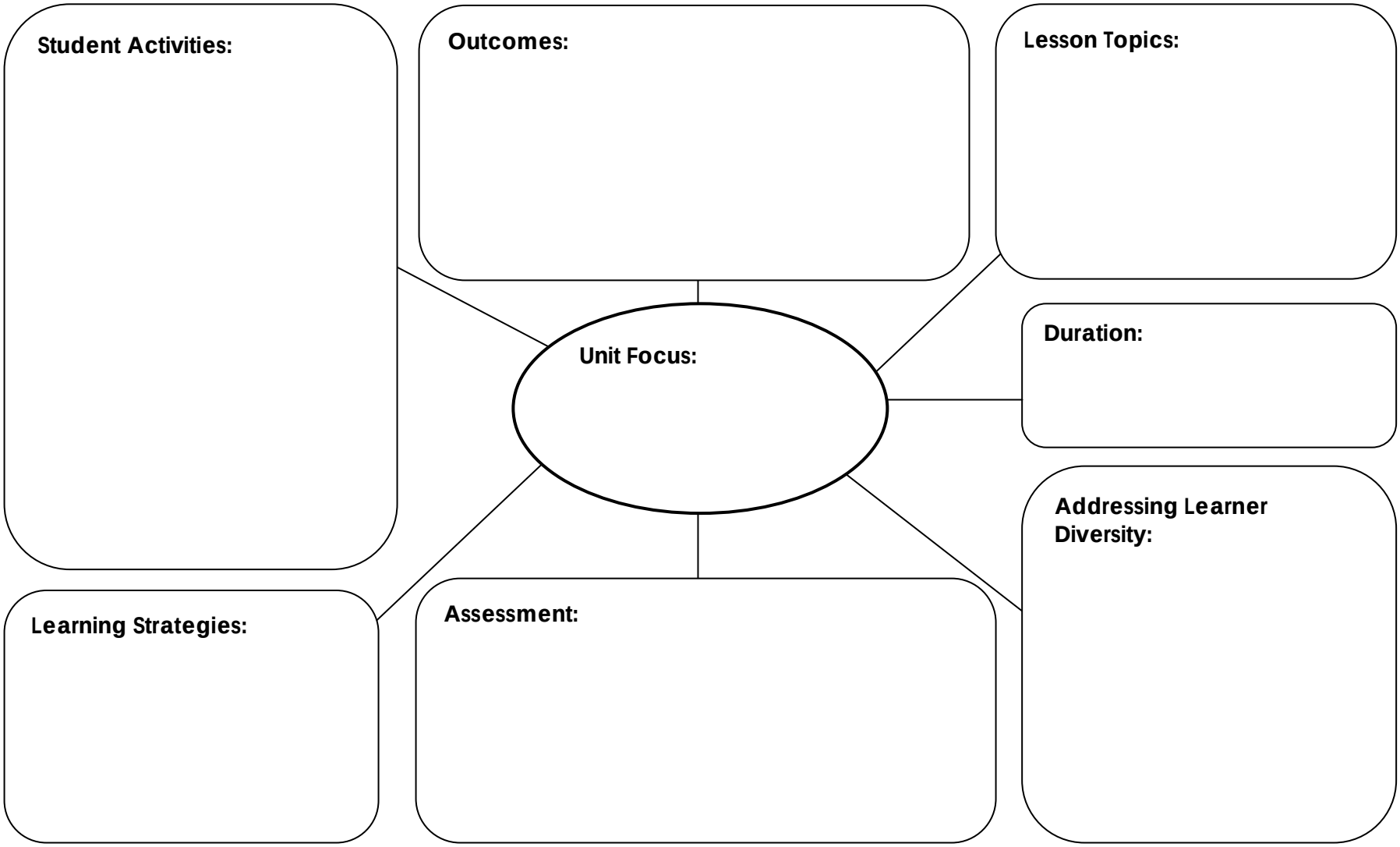
Grade(s): _____ **School Year:** _____ **Teacher(s):** _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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Unit Plan Overview



Unit Plan A

Grade(s): _____ **Unit Focus:** _____ **Teacher(s):** _____

Outcomes:

Teaching and Learning Activities:

Resources:	**Planning for Diversity:**	**Assessment and Evaluation:**

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Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

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Unit Plan C

Title:	**Time line:**
General outcome:	
Specific outcomes	**Learning strategies and activities**
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit.)	
Assessment strategies and activities	**Enrichment strategies** (Students extend their learning and commit to healthy behaviour.)
Resources	
Home/school/community connections	**Cross-curricular connections**

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Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

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Lesson Plan B

Lesson Title: _____

Date: _____ **Class:** _____

Outcomes **Possible Student Learning Strategies:**	**Lesson Description**	
Differentiation of Instruction ☐ yes ☐ not necessary If yes, description:	**Assessment**	**Materials**

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How "Listener-friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	❍	❍
• I communicate clearly what my expectations of the students are during the class.	❍	❍
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	❍	❍
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	❍	❍
• I use cue words and phrases to signal important information; e.g., In summary …, Note the following …, Pay attention to …, Record this important fact …, This is important …, Listen carefully.	❍	❍
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	❍	❍
• I highlight important information by using bold, italics and different coloured text.	❍	❍
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	❍	❍
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	❍	❍
• I repeat important ideas and concepts by rephrasing and using multiple examples.	❍	❍
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	❍	❍
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	❍	❍
• I provide examples and non-examples of concepts.	❍	❍
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	❍	❍
• I provide students with opportunities to discuss concepts with a partner or small group.	❍	❍
• I provide students with opportunities to work with and/or practise new skills and concepts.	❍	❍
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	❍	❍
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	❍	❍

Adapted from Anne Price, "Listen Up" handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

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Examples of General Accommodations

Methods of Instruction

- ❑ Vary amount of material to be learned.
- ❑ Vary amount of material to be practised.
- ❑ Vary time for practice activities.
- ❑ Use advance organizers.
- ❑ Cue student to stay on task; e.g., private signal.
- ❑ Facilitate student cueing (student providing cues to the teacher).
- ❑ Repeat directions or have student repeat directions.
- ❑ Shorten directions.
- ❑ Pair written instructions with oral instructions.
- ❑ Use computer assisted instruction.
- ❑ Use visual aids in lesson presentation.

Other _____

Task/Response

- ❑ Reduce or substitute required assignments.
- ❑ Adjust level of in-class assignments to academic level.
- ❑ Break long-term assignments into shorter tasks.
- ❑ Adjust amount of copying.
- ❑ Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- ❑ Provide student with a copy of notes.
- ❑ Accept dictated or parent-assisted homework assignments.
- ❑ Provide extra assignment time.
- ❑ Permit student to print.
- ❑ Provide a student buddy for reading.

Other _____

Materials

- ❑ Modify text materials (add, adapt or substitute).
- ❑ Make materials self-correcting.
- ❑ Highlight important concepts and information and/or passages.
- ❑ Use a desktop easel or slantboard to raise reading materials.
- ❑ Prepare recordings of reading/textbook materials, tasks.
- ❑ Provide an extra textbook for home use.
- ❑ Allow use of personal word lists, cue cards.
- ❑ Increase use of pictures, diagrams, concrete manipulators.
- ❑ Break materials into smaller task units.

Materials (cont'd)

- ❑ Increase print size in photocopying.
- ❑ Use daily homework assignment book.

Other _____

Organization for Instruction

The student works best:

- ❑ in large group instruction
- ❑ in small group instruction
- ❑ when placed beside an independent learner
- ❑ with individual instruction
- ❑ with peer tutoring
- ❑ with cross-aged tutoring
- ❑ using independent self-instructional materials
- ❑ in learning centres
- ❑ with preferential seating
- ❑ with allowances for mobility
- ❑ in a quiet space within the classroom.

Other _____

Reinforcement Systems

- ❑ Provide immediate reinforcement.
- ❑ Give verbal praise for positive behaviour.
- ❑ Use tangible reinforcers.
- ❑ Send notes home.
- ❑ Complete progress charts.

Reinforcement Systems (cont'd)

- ❑ Allow special activities.
- ❑ Instruct student in self-monitoring; i.e., following directions, raising hand to talk.

Other _____

Assessment and Testing

- ❑ Adjust the test appearance; e.g., margins, spacing.
- ❑ Adjust the test design (T/F, multiple choice, matching).
- ❑ Adjust to recall with cues, cloze, word lists.
- ❑ Vary test administration (group/individual, open book, make-up tests).
- ❑ Record test questions.
- ❑ Select items specific to ability levels.
- ❑ Vary amount to be tested.
- ❑ Give extra test time.
- ❑ Adjust readability of test.
- ❑ Allow recorded reports for essays and/or long answers.
- ❑ Read test questions
- ❑ Allow use of a scribe or a reader.
- ❑ Allow oral examinations.

Other _____

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Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
❍ Use less difficult/alternative reading material. ❍ Reduce amount of reading required. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Set time limits for specific task completion. ❍ Enlarge text of worksheets and reading material. ❍ Extend time to complete tests and assignments. ❍ Use large print editions of tests. ❍ Read test items aloud to student. ❍ Read standard directions several times at start of exam. ❍ Record directions. ❍ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	❍ Reduce volume of work. ❍ Break long-term assignments into manageable tasks. ❍ Extend time for completing assignments. ❍ Offer alternative assignments. ❍ Allow student to work on homework while at school. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing). ❍ Waive spelling, punctuation and paragraphing requirements. ❍ Accept keyword responses instead of complete sentences. ❍ Use assistive technology (word processor, spell-check device, grammar-check device, text to speech software).	❍ Provide alternative seating: — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ❍ Provide additional or personal work space (quiet area for study, extra seat or table, “time-out” spot, study carrels). ❍ Permit movement during class activities and testing sessions. ❍ Provide directions in written form: — on board — on worksheets — copied in assignment book by student. ❍ Set time limits for specific task completion. ❍ Extend time to complete tests and assignments. ❍ Allow student to take breaks during tests. ❍ Use multiple testing sessions for longer tests. ❍ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ❍ Provide cues; e.g., arrows, stop signs on worksheets and tests. ❍ Provide a quiet, distraction-free area for testing. ❍ Allow student to wear noise buffer device such as head phones to screen out distracting sounds. ❍ Provide checklists for long, detailed assignments.	❍ Provide a written outline. ❍ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ❍ Provide a specific process for turning in completed assignments. ❍ Provide checklists for long, detailed assignments. ❍ Read and discuss standard directions several times at start of examination. ❍ Provide cues; e.g., arrows, stop signs on worksheets and tests. ❍ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	❍ Use assistive and adaptive devices: — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ❍ Set realistic and mutually agreed-upon expectations for neatness. ❍ Reduce or eliminate the need to copy from a text or board; e.g., — provide copies of notes — permit student to photocopy a peer’s notes — provide carbon/NCR paper to a peer to copy notes. ❍ Extend time to complete tests and assignments. ❍ Alter the size, shape or location of the space provided for answers. ❍ Accept keyword responses instead of complete sentences. ❍ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations that allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need in order to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- ❑ allowing extended time
- ❑ allowing breaks during the test
- ❑ reducing the number of questions
- ❑ breaking a test into parts and administering them at separate times
- ❑ providing a recorded test and making students aware that they may listen to part or all of the recording more than once
- ❑ providing a reader or a scribe
- ❑ providing an opportunity to record answers
- ❑ providing more detailed instructions and confirming the student's understanding of the test process
- ❑ administering the test in a small group setting or to an individual student
- ❑ administering the test in a separate room, free from distractions
- ❑ providing noise buffers; e.g., headphones
- ❑ adjusting the test appearance; e.g., margins, spacing
- ❑ adjusting the test design (true/false, multiple choice, matching)
- ❑ adjusting readability of test
- ❑ allowing alternative formats such as webs or key points in place of essays or long answers
- ❑ reading test questions
- ❑ allowing use of a scribe or a reader
- ❑ allowing oral examinations
- ❑ allowing students to practise taking similar test questions
- ❑ other _____

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Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other “how to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

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Alternative Learning Activities Menu

Ім'я: _____ **Дата:** _____

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	**PLAN**	**INTERVIEW**
RESEARCH	**YOUR IDEA**	**SURVEY**
DISPLAY	**CREATE**	**EVALUATE**

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Sample Independent Study Agreement

Name:	Grade:	Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my learning log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

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Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

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Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Ukrainian language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Ukrainian or in English
- find information, using reference materials like dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task

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- keep a learning log
- experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task and seek solutions
- monitor own speech and writing to check for persistent errors
- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- use words from own first language or English to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Ukrainian
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally; e.g., raised eyebrows, blank look
- ask for clarification or repetition when the message has not been understood
- use the other speaker's words in subsequent conversation
- assess feedback from a conversation partner to recognize when the message has not been understood; e.g., raised eyebrows, blank look
- start again, using a different tactic, when communication breaks down

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- use a simple word similar to the concept to convey and invite correction
- invite others into the discussion
- ask for confirmation that a form used is correct
- use a range of fillers, hesitation devices and gambits to sustain conversations
- use circumlocution to compensate for lack of vocabulary
- repeat part of what someone has said to confirm mutual understanding
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding
- use suitable phrases to intervene in a discussion
- self-correct if errors lead to misunderstandings

Interpretive Language Use Strategies

- use gestures, intonation and visual supports to aid comprehension
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive Language Use Strategies

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

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- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive General Learning Strategies

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive General Learning Strategies

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage the physical environment in which you have to work
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

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Social/Affective General Learning Strategies

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

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Appendix D: Graphic Organizers

How I Contribute to Group Work D–2
How I Can Help My Group D–3
Evaluating Your Actions D–4
Collecting My Thoughts D–5
How to Use KWL Charts D–6
KWL Chart D–7
How to Use a Brainstorming Web D–8
Brainstorming Web D–9
Idea Builder D–10
How to Use a Mind Map D–11
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Triple T-chart D–16
Y-chart D–17
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A Day in the Life D–19
How to Use PMI Charts D–20
PMI Chart D–21
What I Have, What I Need D–22
Making a Decision D–23
IDEA Decision Maker D–24
Consider the Alternatives D–25
Influences on Decision Making D–26
Goal-setting Organizer 1 ..... D–27
Goal-setting Organizer 2 ..... D–28
Goal-setting Organizer 3 ..... D–29
Goal-setting Organizer 4 ..... D–30

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Моя роля у груповій праці

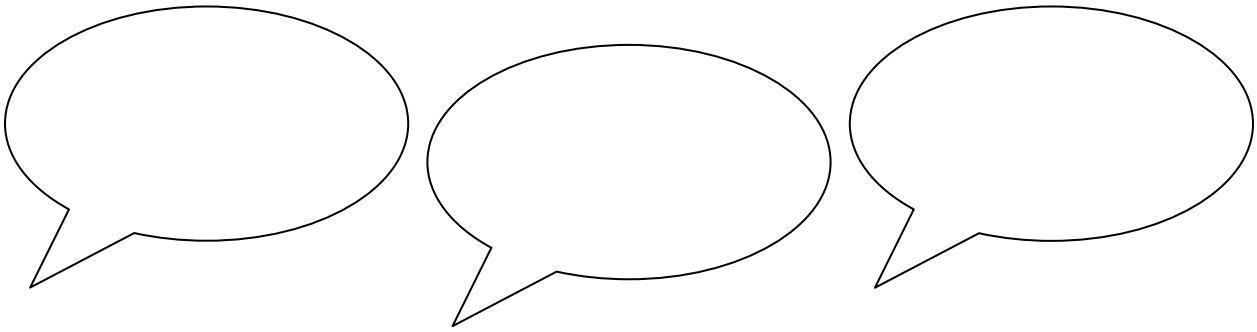


Моя роля у групі: _____

_____.

Я відповідальний/відповідальна за:

- _____
- _____
- _____



Найтяжча частина моєї роботи, це _____.

Найкраща частина моєї роботи, це_____.

Моя праця була _____.

відмінною, дуже доброю, вирішальною, незадовільною

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Як я можу допомогти своїй групі



Ім'я: _____ Дата: _____

Під час групової праці, коли хтось:

☆ перебиває, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ сперечається, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ принижує інших, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ нарікає, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ не працює, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ постійно наказує іншим, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ не слухає інших, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ незосереджений, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ дуже тихий, я почуваюся _____

Щоб покращити ситуацію, я можу _____

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

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Оцінювання своїх дій



Ім'я: _____

Дата: _____

Тема: _____

Що ми робили?	Які наші результати?
Що можемо робити тепер?	
Найважливіші речі, яких я навчився/навчилася	
Як я зможу вживати нову інформацію і навички з цього розділу у майбутньому?	

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Збірка моїх думок



Ім'я: _____ Дата: _____

Все, що я знаю про _____

_____

_____

_____

_____

_____

Ось декілька малюнків _____

Мої запитання: _____

_____

_____

_____

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How to Use KWL Charts



Step 1 **Think about what you already KNOW about your topic. List those facts in the first column.**

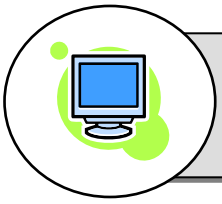
For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand • Don't be afraid to make mistakes!		

Step 2 **Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand • Don't be afraid to make mistakes!	• What to do if I don't know how to say a word • What to do if I don't understand what the other person is saying	

Step 3 **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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Таблиця ЗХН



Ім'я: _____ Дата: _____

Крок 1	Крок 2	Крок 3
Що я знаю	**Що я хочу знати**	**Що я навчився/навчилася**

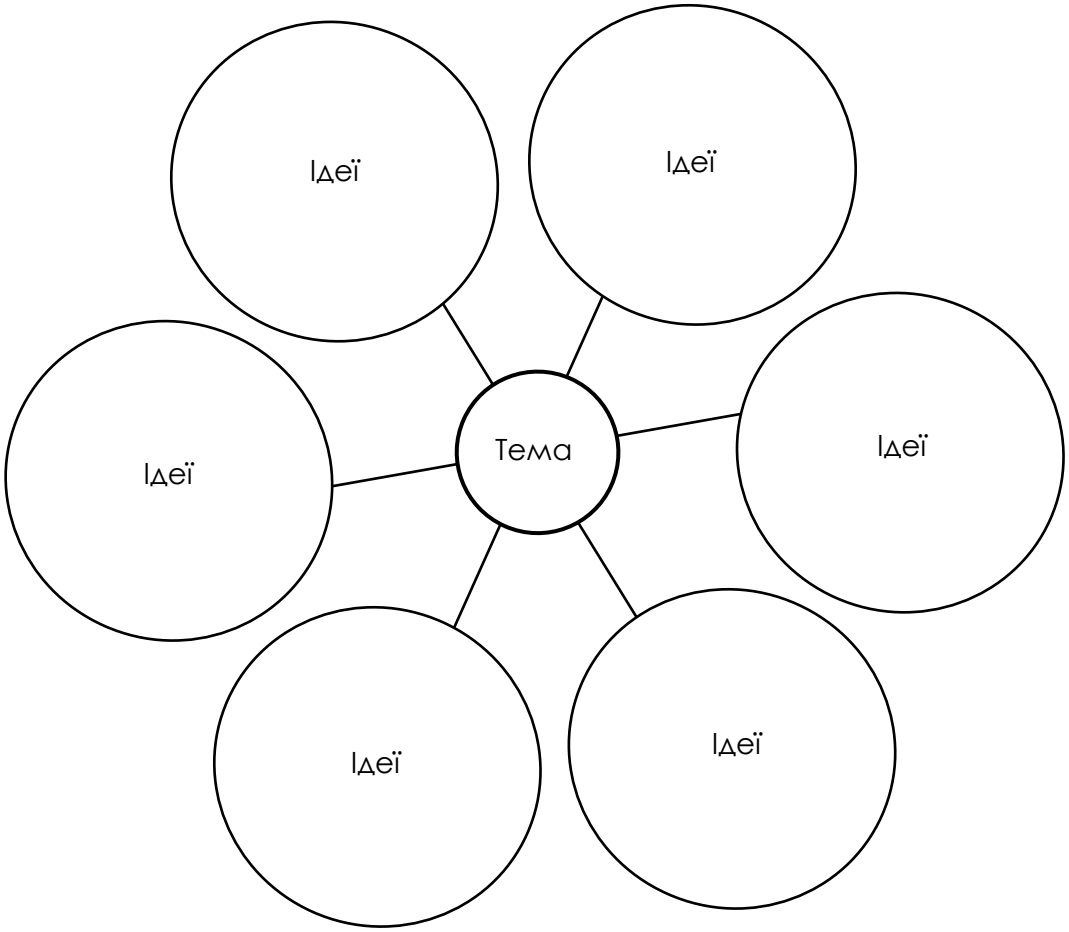
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How to Use a Brainstorming Web

Step 1 Identify your topic and use it as the title. Write it in the centre of your web.

Step 2 Identify categories of information and label each of the outer bubbles.

Step 3 Brainstorm and jot down ideas in each category.

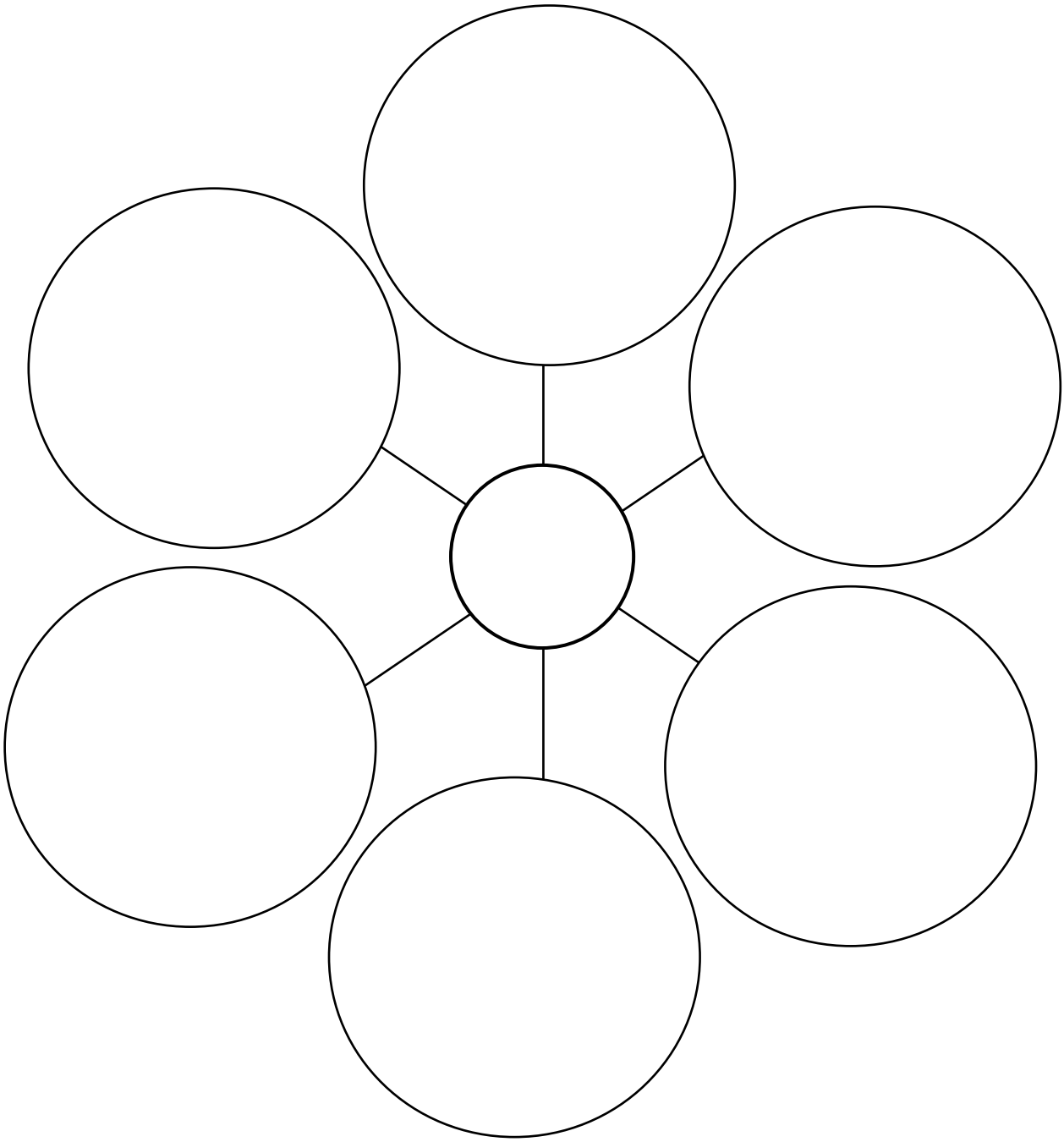


Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

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Мозкова атака

Ім'я: _____ Дата: _____



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Будуємо ідеї



1. Головна ідея

2. Намалюй

3. Факти

4. Зразкове речення

5. Зразки

6. Необхідні зразки

7. Значення

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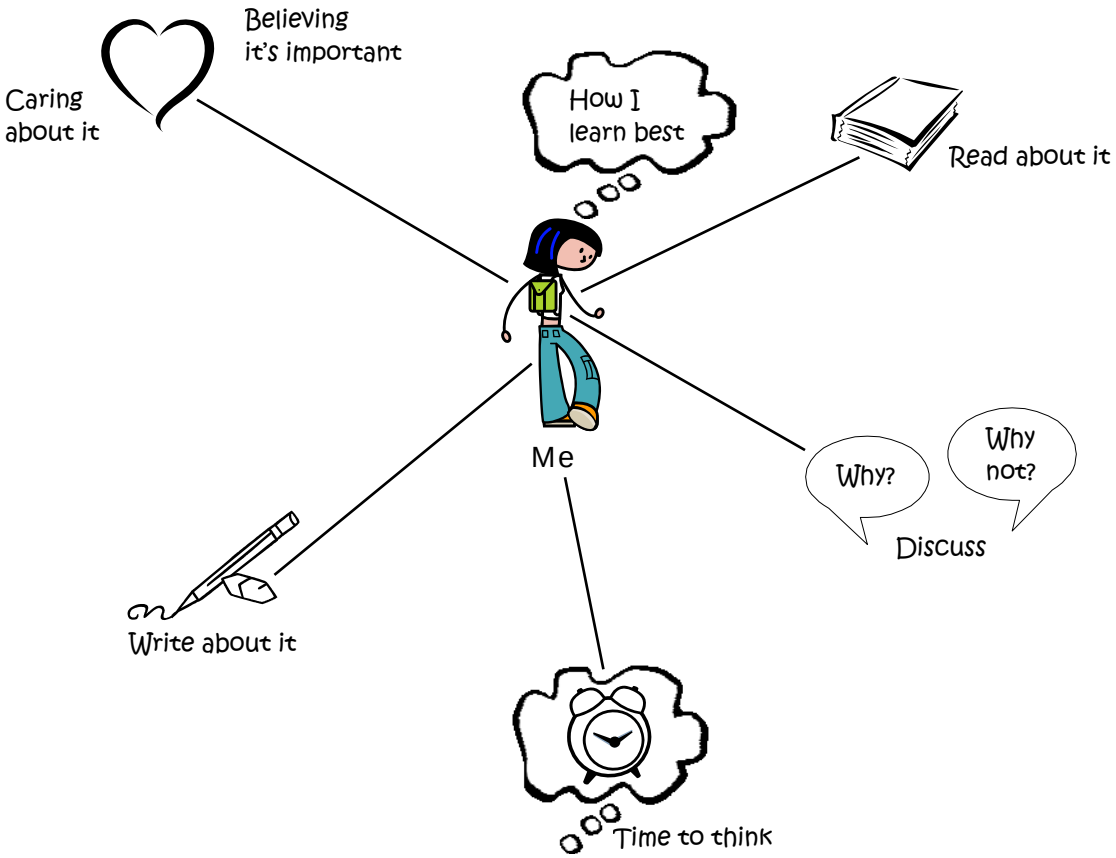
How to Use a Mind Map

Step 1 Identify a topic and use it as the title. Write the word or draw a picture in the centre of your mind map.

Step 2 Identify categories of information and label or draw a picture in each of the outer bubbles.

Step 3 Create subcategories of information to expand on your mind map.

Step 4 Use as many pictures, colours, imagery and key words as you can to create your mind map.



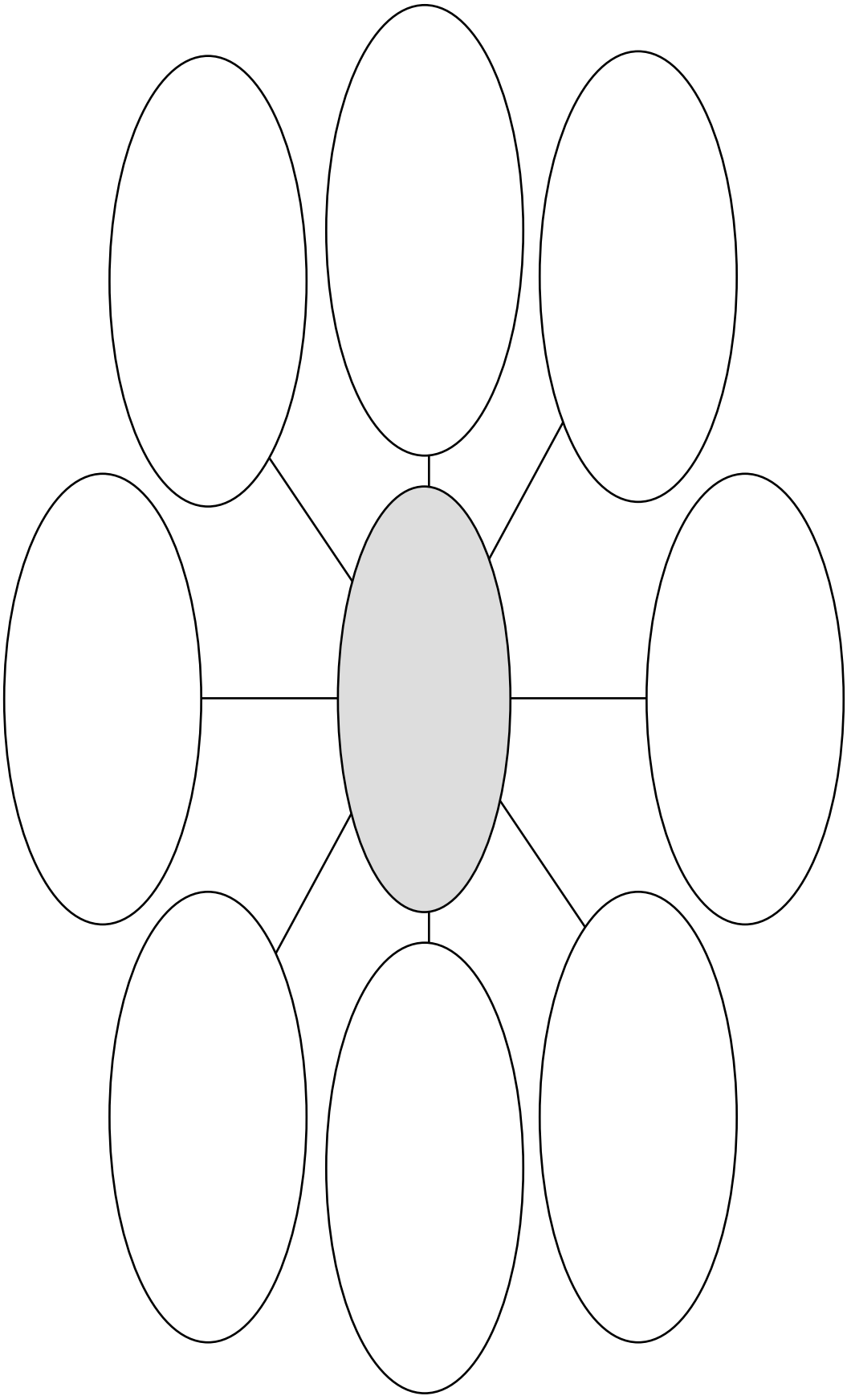
From Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. 93.

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Карта думок

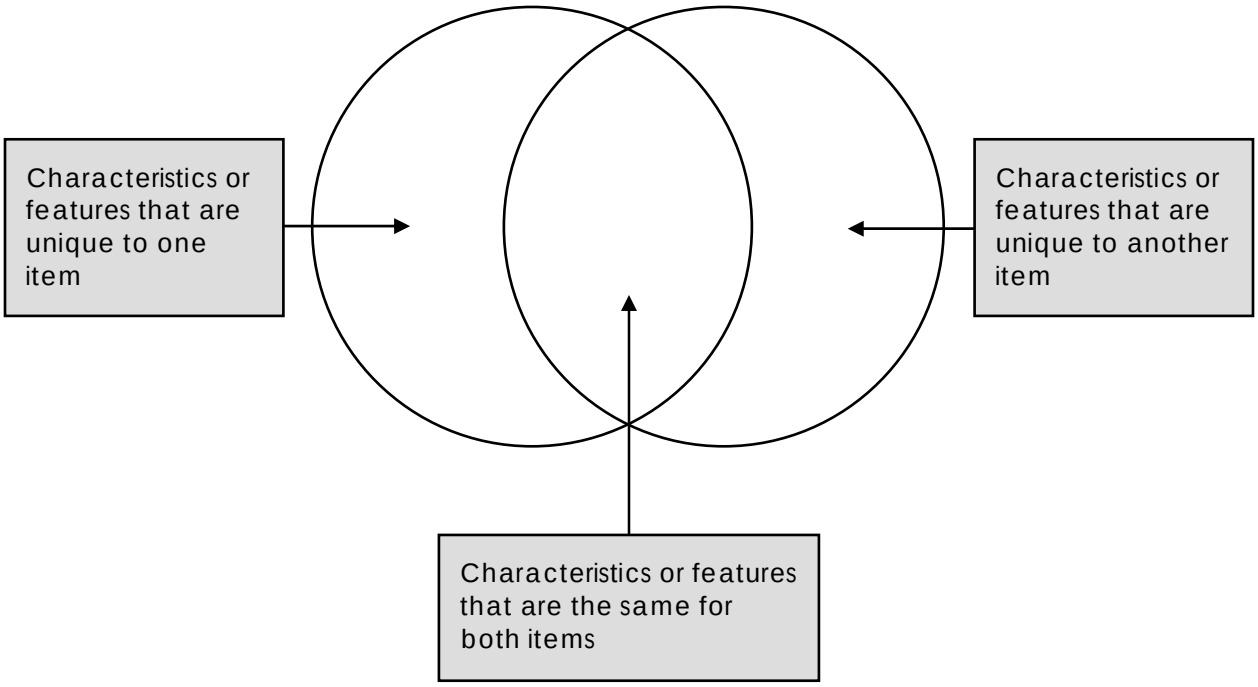
Дата:

Ім'я:



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How to Use Venn Diagrams



Step 1 Label each side of the diagram with the name of each item you are comparing.

Step 2 Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3 Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

Step 4 Think about all the features the items share and write your ideas in the middle of the diagram.

Newer versions of MS Word have a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.

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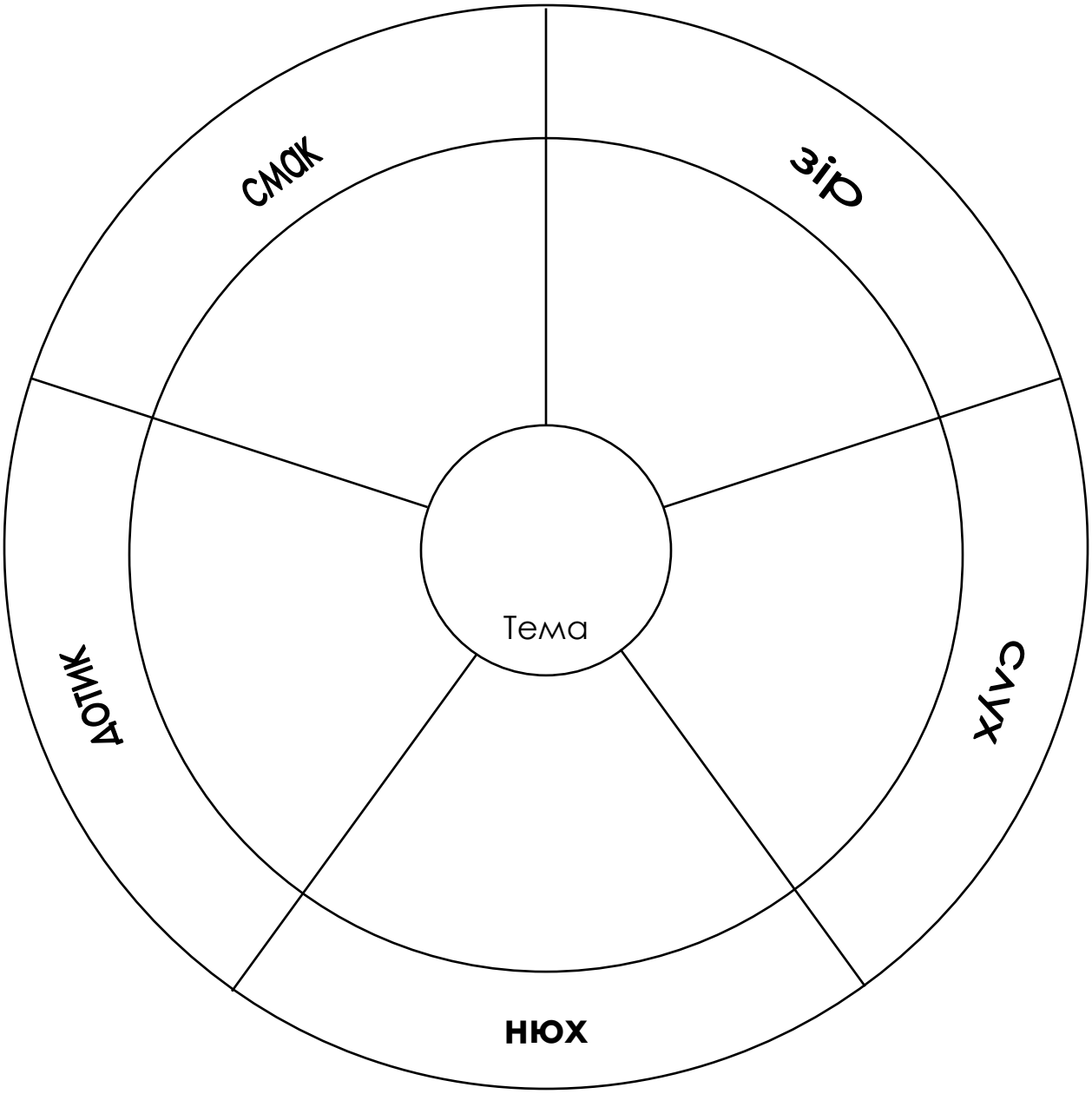
Діяграма Венна

Ім'я: _____ Дата: _____

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Мої п’ять органів чуття

Ім’я: _____ Дата: _____



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Таблиця-схема



Ім'я: _____ Дата: _____

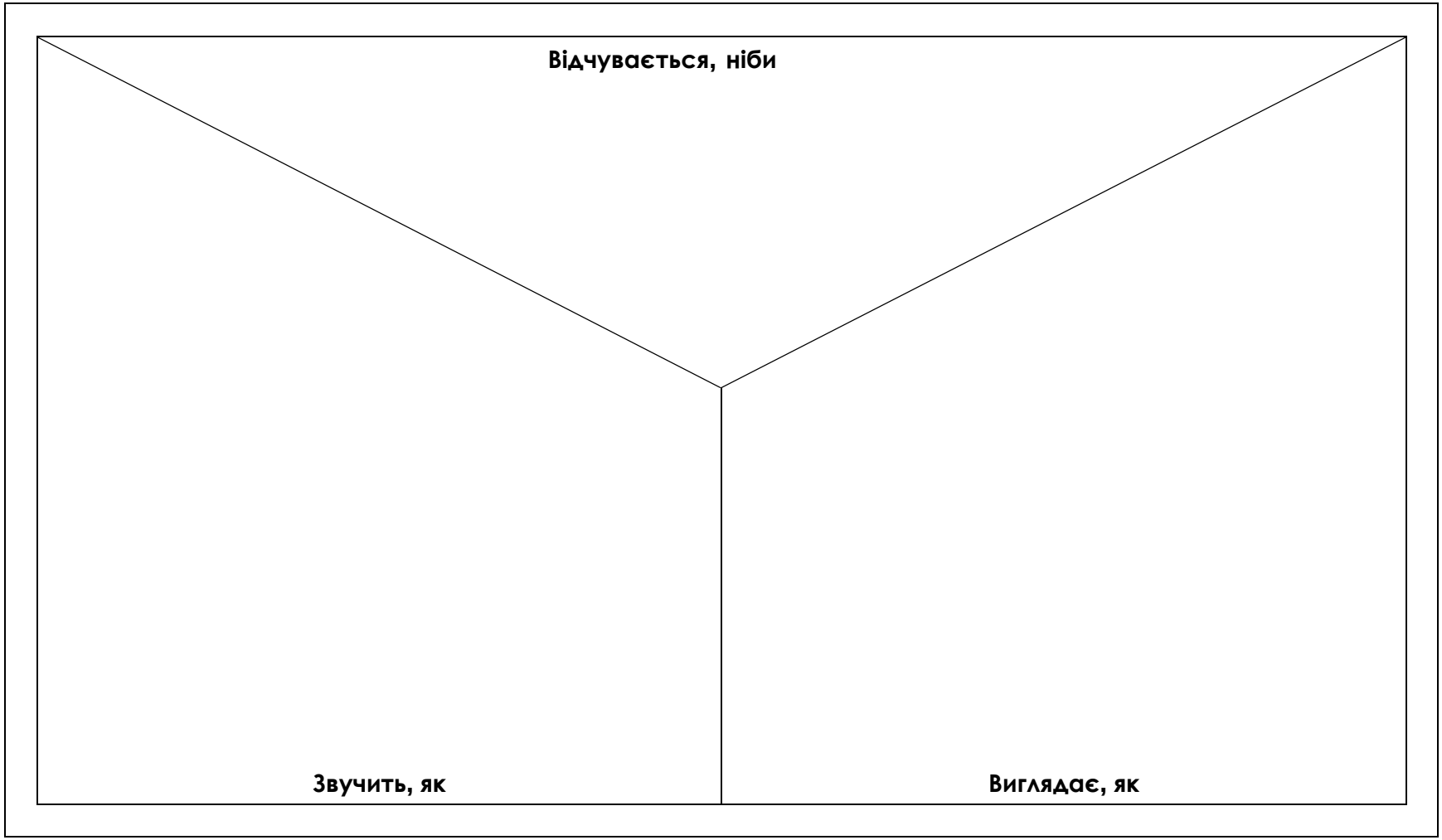
Тема: _____

Виглядає, як:	Звучить, як:	Відчувається, ніби:

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Таблиця “У”

Ім’я: _____ Дата: _____



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Питальні слова



Ім'я: _____ Дата: _____

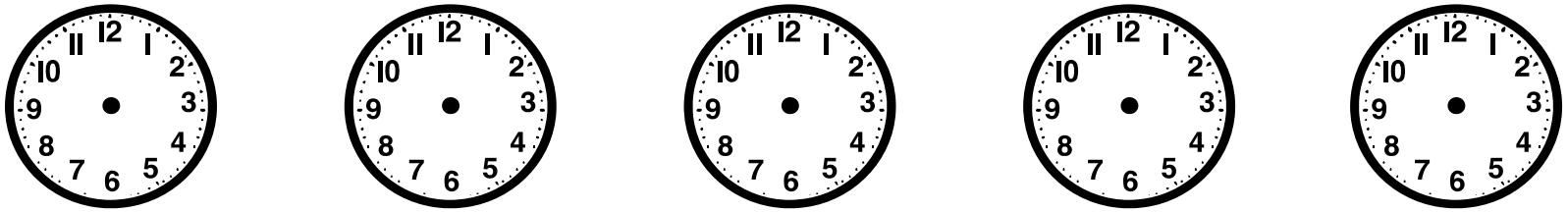
Напиши в таблицю запитання, на які ти хочеш отримати відповіді.

Хто? Напиши запитання про людей.	
Що? Напиши запитання про речі і події.	
Де? Напиши запитання про місця.	
Коли? Напиши запитання про час і дату.	
Чому? Напиши запитання про причину, мету.	
Як? Напиши запитання про те, як стаються речі.	
Якщо? Напиши запитання про речі, які б могли статися.	

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День у житті

Ім'я: _____ Дата: _____



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How to Use PMI Charts
Таблиця П–М–Ц (Плюс–Мінус-Цікаво)



Step 1 **P**lus: think about all the advantages and good reasons for making the choice.

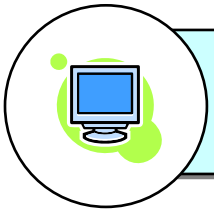
Step 2 **M**inus: think about all the disadvantages and the down side of making the choice.

Step 3 List any information that is neither positive nor negative as **I**nteresting.

Example: *A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

Using the Internet as a Research Tool

Plus	Minus	Interesting Information
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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Таблиця ПМЦ



Ім'я: _____ Дата: _____

Заголовок: _____

Плюс	Мінус	Цікава інформація

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Приймаю рішення:
Що я маю, що мені треба



Яка проблема?

Який мій вибір?

A. B. C.

Який вибір мені найкраще підходить?

Які ресурси я маю?

1.
2.
3.

Які ресурси мені треба?

1.
2.
3.

План крок за кроком

1.
2.
3.

Як можна перевірити моє рішення?

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

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Приймаю рішення



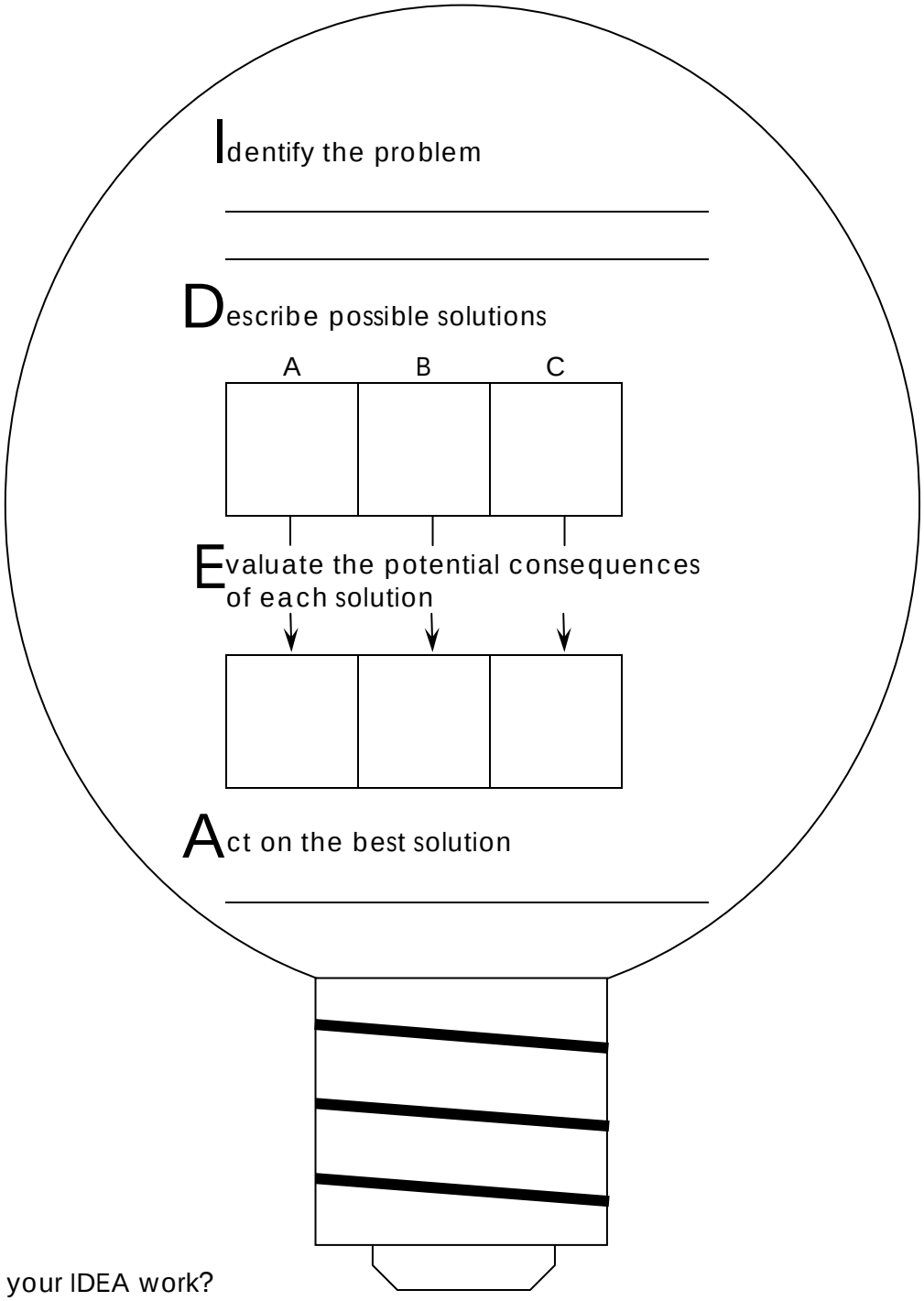
Проблема: _____ Вибір: _____

	Позитивні +	**Неґативні –**
Факти:		
Почуття:		
Мої нові ідеї:		
Мої рішення:		
Причини, які допомогли мені вирішити:		

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IDEA Decision Maker



How did your IDEA work?
(Evaluate your results.)

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Розглянь альтернативи



Проблема, яку треба вирішити: _____

_____

_____

1 Вибір: _____ → Можливі наслідки: _____

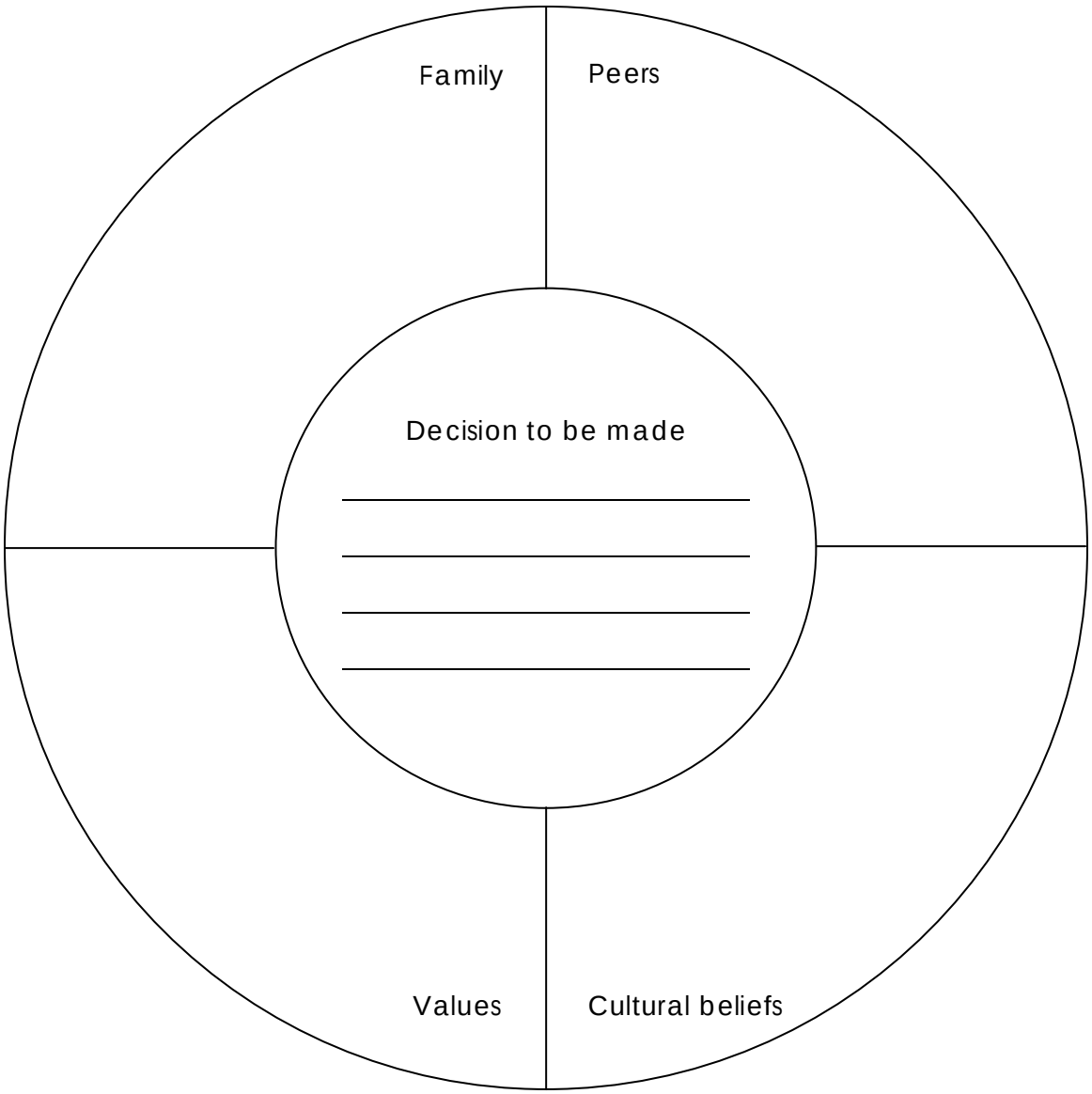
2 Вибір: _____ → Можливі наслідки: _____

3 Вибір: _____ → Можливі наслідки: _____

4 Вибір: _____ → Можливі наслідки: _____

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Influences on Decision Making



Questions you need to ask to help you make this decision

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Мета і плянування 1



Ім'я: _____ Дата: _____

План

Моя мета _____

_____

_____

Я вибираю цю мету, тому що

_____

_____

Щоб досягнути моєї мети, я буду:

1. _____

2. _____

3. _____

Мені треба _____ днів, щоб досягнути мети.

Чи я досягнув/ла мети? ☐ так

☐ майже

☐ ні

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Мета і плянування 2



Дата: _____

Ім'я: _____

Чи твоя мета:
- ☐ конкретна?
- ☐ піддається оцінці?
- ☐ досяжна?
- ☐ реальна?
- ☐ має часовий вимір?

Мета	Моя мета …
Пояснення	Я це вибрав/вибрала тому, що …
Плянування дії	Щоб досягнути цієї мети, я …
Міра плянування	Як я дізнаюся, чи я успішно досягнув/досягнула мету?
Міркування про себе	Щоб я зробив/зробила інакше?

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Мета і плянування 3

Ім'я: _____ Дата: _____

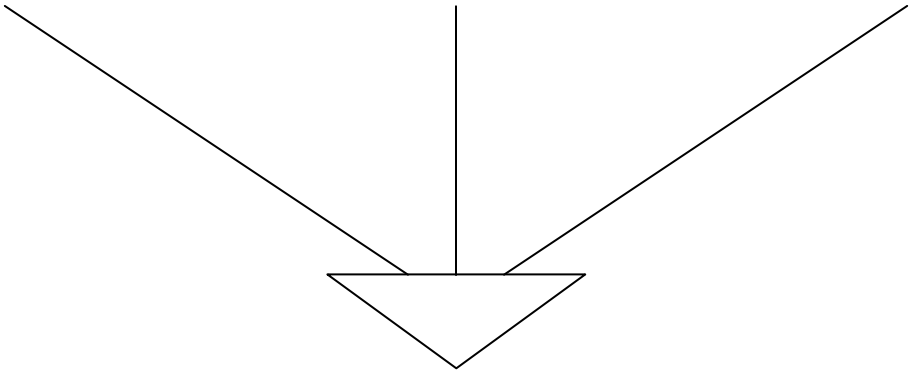
Плянування мети

Моя мета на майбутнє _____

_____ до _____

Кроки, які допоможуть мені досягнути мети:

Крок А	Крок Б	Крок В
_____	_____	_____
_____	_____	_____
Для досягнення мети, я:	Для досягнення мети, я:	Для досягнення мети, я:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
до _____	до _____	до _____



Я знатиму, що я досягнув/досягнула майбутньої мети тоді, коли _____

_____

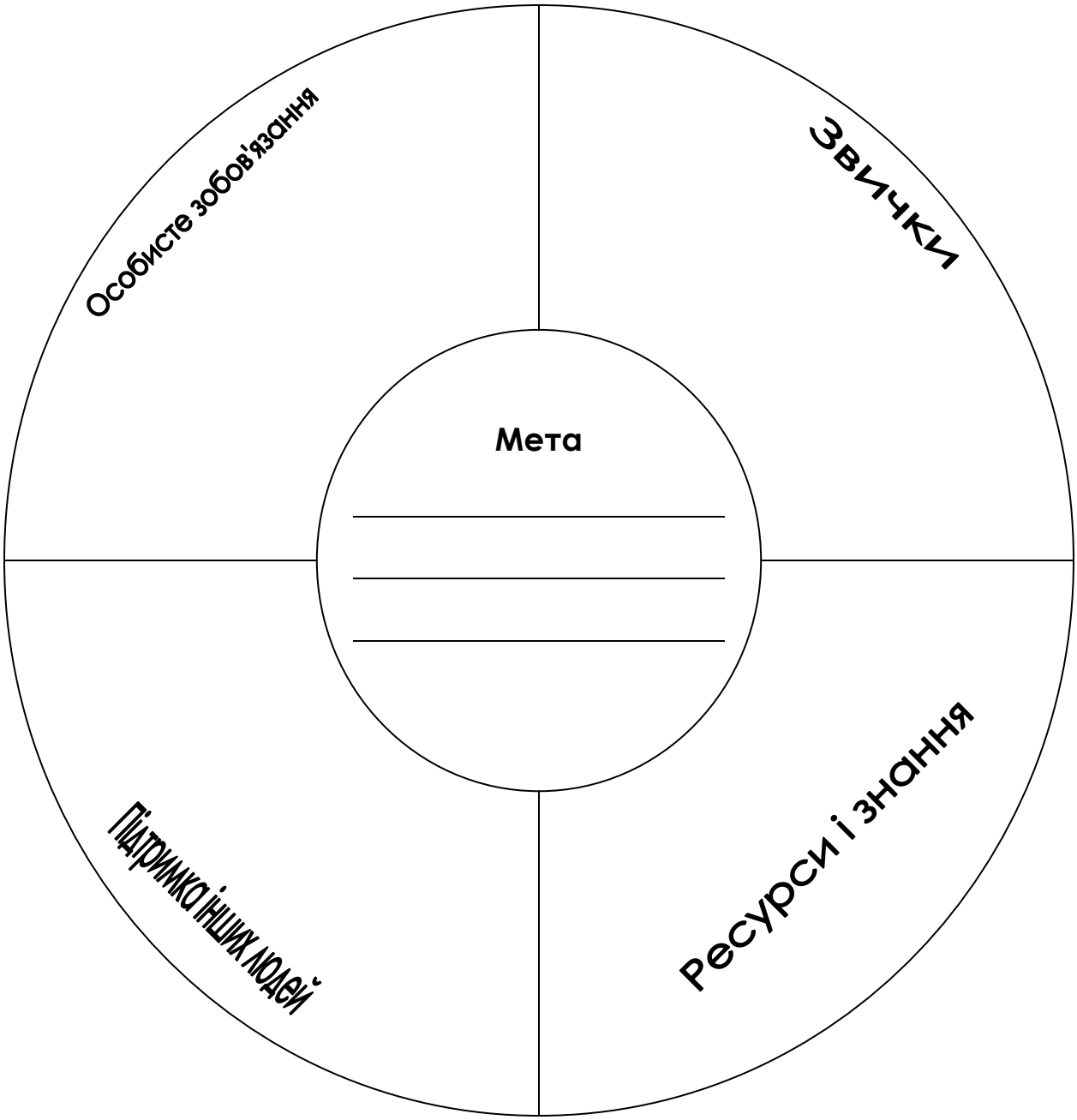
_____

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Мета і планування 4

Ім'я: _____ Дата: _____

Що може вплинути на досягнення мети?



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Appendix E: Assessment Blackline Masters

Self-assessment Checklist E–2

Self-assessment Rating Scale E–4

Peer-assessment Checklist E–6

Self-assessment Checklist and Goal Setting E–8

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Rating Scale 3 ..... E–24

Rubric E–26

Rubric and Checklist E–28

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Self-assessment Checklist

Ім'я:	Louis	**Кляса:**	3	**Дата:**	2-е квітня

Я можу …	**Так!**	**Ще ні**
пояснити, як українські й англійські слова часом можуть звучати однаково	✓	
помітити, коли хтось мене не зрозумів	✓	
вживати жести, щоб себе висловити	✓	
попросити допомоги, коли я не знаю, що робити	✓	
робити помилки в українській мові та не турбуватися		✓
перевіряти свою працю		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

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Самооцінка

Ім'я:	Кляса:	Дата:

Я можу …	Так!	Ще ні

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Self-assessment Rating Scale

Ім'я:	Софія	**Кляса:**	2	**Дата:**	22-е квітня

Я можу	**ніколи**	**деколи**	**звичайно**	**завжди**
• пояснити комусь, чому я веселий/весела			⊙	
• пояснити комусь, чому я сумний/сумна			⊙	
• пояснити комусь, чому я сердитий/сердита			⊙	
• пояснити комусь, чому я змучений/змучена			⊙	
• пояснити комусь, чому я здивований/здивована		⊙		
• _____ _____				
• _____ _____				

Note: This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

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Шкала самооцінки

Ім'я:	Кляса:	Дата:

Я можу	ніколи	деколи	звичайно	завжди
•				
•				
•				
•				
•				
•				
•				
•				
•				

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Peer-assessment Checklist

Ім'я:	Nicole	**Кляса:**	3	**Дата:**	14-е лютого
Ім'я напарника/ напарниці:	Janelle	**Вправа:**	Іменний вірш		

Мій напарник/моя напарниця може ...	**Так!**	**Ще ні**
write a descriptive word in Ukrainian for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

Мені подабається: you picked really good Ukrainian words to describe yourself—some of them were from our new vocabulary list.

Ти можеш поправити: checking your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our learning logs so they might be there.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

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Таблиця оцінки ровесників

Ім'я:		**Кляса:**		**Дата:**	
Ім'я напарника/ напарниці:		**Вправа:**			

Мій напарник/моя напарниця може ...	**Так!**	**Ще ні**

Мені подобається: _____

_____

_____

Ти можеш поправити: _____

_____

_____

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Self-assessment Checklist and Goal Setting

Ім'я:	Tah	**Кляса:**	3	**Дата:**	1-е лютого

Я можу…	**Так!**	**Ще ні**	**Що я буду робити далі …**
say hello and goodbye	✓		Say hello and goodbye in Ukrainian to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my learning log.
sing "Многії літа"		✓	Sing "Многії літа" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

Note: This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

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Самооцінка та визначення моїх наступних завдань

Ім'я:	Кляса:	Дата:

Я можу …	Так!	Ще ні	Що я буду робити далі …

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Long-term Goal Setting

Ім'я:	Douglas	Класа:	3	Дата:	1-е лютого

Goal #1:

By the end of this term, I would like to: know what to say to ask for directions in Ukrainian.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Ukraine.

To achieve this goal, I will: research Ukraine on the Internet and ask my neighbour, Mrs. Boyko, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Ukraine, and maybe, showing a movie.

My parents can help me by: buying me a book on Ukraine for my birthday and taking me to Ukraine on vacation!

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

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Досягнення мети

Ім'я:	Кляса:	Дата:

Мета #1:

При кінці цього семестру, я хотів би/хотіла б: _____

_____

Щоб досягнути цього, я: _____

_____

_____

Учитель/учителька може допомогти мені, _____

_____

Батьки можуть допомогти мені, коли: _____

_____

Мета #2:

При кінці цього семестру, я хотів би/хотіла б: _____

_____

Щоб досягнути цього, я: _____

_____

_____

Учитель/учителька може допомогти мені: _____

_____

Батьки можуть допомогти мені, коли: _____

_____

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Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	6.2 Language Competence/listening—listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations (Grade 3)		✓	Seemed to understand the directions but mixed up some body parts.
Josh	Jan. 8	Simon Says	6.2 Language Competence/listening—listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations (Grade 3)		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	5.2 Encourage, Support and Work with Others/ cooperate with others—cooperate in a variety of partnership and group structures (Grade 3)	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	5.2 Encourage, Support and Work with Others/ cooperate with others—cooperate in a variety of partnership and group structures (Grade 3)		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	5.2 Encourage, Support and Work with Others/ cooperate with others—cooperate in a variety of partnership and group structures (Grade 3)		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	6.1 Linguistic Elements/lexicon—use vocabulary and expressions appropriately in various situations in the classroom and school environment (Grade 3)	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	6.1 Linguistic Elements/lexicon—use vocabulary and expressions appropriately in various situations in the classroom and school environment (Grade 3)	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

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Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

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Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 3)	**(Yes)** **Not Yet**
Marc	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 3)	**(Yes)** **Not Yet**
Andreas	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 3)	**Yes** **(Not Yet)**
Su Mei	Oct. 1	Singing the alphabet song	6.1 Linguistic Elements/sound–symbol system—use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends (Grade 3)	**Yes** **(Not Yet)**
Jack	Oct. 1	Singing the alphabet song	6.1 Linguistic Elements/sound–symbol system—use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends (Grade 3)	**(Yes)** **Not Yet**
Ali	Oct. 10	Playing the alphabet game	6.1 Linguistic Elements/sound–symbol system—use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends (Grade 3)	**(Yes)** **Not Yet**
Maya	Oct. 10	Playing the alphabet game	6.1 Linguistic Elements/sound–symbol system—use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends (Grade 3)	**(Yes)** **Not Yet**
Philip	Oct. 10	Playing the alphabet game	6.1 Linguistic Elements/sound–symbol system—use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends (Grade 3)	**(Yes)** **Not yet**
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	6.4 Language Learning Strategies/cognitive—use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language (Grade 3)	**(Yes)** **Not yet**
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	6.4 Language Learning Strategies/cognitive—use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, experiment with various elements of the language (Grade 3)	**(Yes)** **Not yet**

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

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Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet

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Checklist and Comments 1

Grade: 1	**Date:** May 3	**Activity:** Individual Q and A

Specific Outcome: 6.5 Language Use Strategies/interactive—use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal clues to communicate

Student Names:	**Has met the outcome: Yes**	**Not Yet**
• Jan	☑	☐
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☐	☑
• Marissa	☐	☑
• Su Mei	☑	☐
• Ab	☐	☑
• Elise	☑	☐
• Nour	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Ukrainian; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also plan for future instruction.

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Checklist and Comments 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

_____

Student Names:	Has met the outcome: Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

_____

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Checklist and Comments 2

Grade: 3	**Date:** October 5	**Activity:** Telephone conversations (invitations)

Specific Outcome(s): 6.3 Sociocultural/Sociolinguistic Competence/register—recognize that some topics, words or intonations are inappropriate in certain contexts

Lance _____ **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

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Checklist and Comments 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____ **can:**
(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

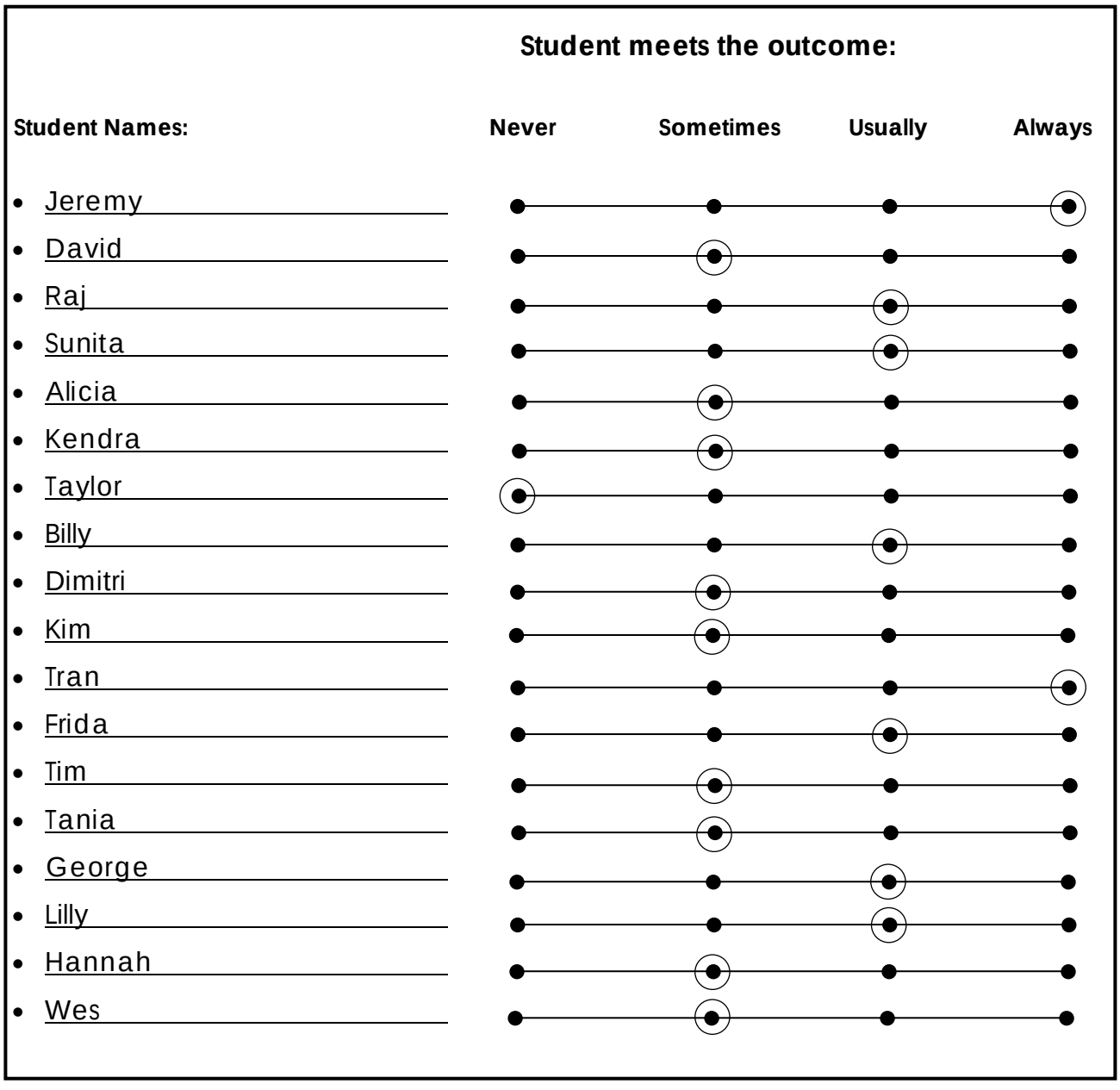
_____

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Rating Scale 1

Grade: K	**Date:** March 10	**Activity:** Group classroom scavenger hunt

Specific Outcome: 5.2 Encourage, Support and Work with Others/cooperate with others—participate in group activities



Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students, based on a particular outcome.

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Rating Scale 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

_____

	Student meets the outcome:			
Student Name:	**Never**	**Sometimes**	**Usually**	**Always**
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				

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Rating Scale 2

Grade: 2	**Date:** November 12	**Activity:** Unit: My Family

Specific Outcome(s): 1.1 Discover and Explore/experiment with language; 3.2 Select and Process/identify personal and peer knowledge; 6.1 Linguistic Elements/lexicon; 6.2 Language Competence/writing; 6.5 Language Use strategies/productive

Student Name: Tania

Criteria:	**Never**	**Sometimes**	**Usually**	**Always**
• was able to share basic information about his or her family		◉		
• identified the people in his or her family correctly			◉	
• used words relevant to the family correctly		◉		
• wrote words and phrases clearly and correctly		◉		
• used illustrations to provide relevant details about his or her family			◉	
• _____				
• _____				
• _____				

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

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Rating Scale 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Rating Scale 3

Grade: 3	**Date:** March 10	**Activity:** Reading out some familiar words

Specific Outcome(s): 6.1 Linguistic Elements/sound–symbol system—use the Ukrainian alphabet accurately, orally and in writing—phonemes, double consonants and blends

Levels of performance and corresponding criteria:

★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors

★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors

★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible

★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

Note This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

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Rating Scale 3

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

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Rubric (Grade 3)

Name: Jeanne	**Date:** October 17	**Activity:** Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociocultural/ Sociolinguistic Competence – idiomatic expressions	**Consistently** understands and uses a variety of simple idiomatic expressions as set phrases.	**Frequently** understands and uses a variety of simple idiomatic expressions as set phrases.	**Sometimes** understands and uses a variety of simple idiomatic expressions as set phrases.	**Rarely** understands and uses a variety of simple idiomatic expressions as set phrases.
6.3 Sociocultural/ Sociolinguistic Competence – variations in language	**Consistently** accepts individual differences in speech.	**Frequently** accepts individual differences in speech.	**Sometimes** accepts individual differences in speech.	**Rarely** accepts individual differences in speech.
6.3 Sociocultural/ Sociolinguistic Competence – social conventions	**Consistently** uses appropriate oral forms of address for people frequently encountered.	**Frequently** uses appropriate oral forms of address for people frequently encountered.	**Sometimes** uses appropriate oral forms of address for people frequently encountered.	**Rarely** uses appropriate oral forms of address for people frequently encountered.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

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Rubric

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

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Rubric and Checklist

Name: Ellen	**Date:** November 14	**Activity:** Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociocultural/ Sociolinguistic Competence – idiomatic expressions	**Consistently** understands and uses a variety of simple idiomatic expressions as set phrases.	**Frequently** understands and uses a variety of simple idiomatic expressions as set phrases.	**Sometimes** understands and uses a variety of simple idiomatic expressions as set phrases.	**Rarely** understands and uses a variety of simple idiomatic expressions as set phrases.
6.3 Sociocultural/ Sociolinguistic Competence – variations in language	**Consistently** accepts individual differences in speech.	**Frequently** accepts individual differences in speech.	**Sometimes** accepts individual differences in speech.	**Rarely** accepts individual differences in speech.
6.3 Sociocultural/ Sociolinguistic Competence – social conventions	**Consistently** uses appropriate oral forms of address for people frequently encountered.	**Frequently** uses appropriate oral forms of address for people frequently encountered.	**Sometimes** uses appropriate oral forms of address for people frequently encountered.	**Rarely** uses appropriate oral forms of address for people frequently encountered.

Work habits

☐ **worked independently**
☐ **worked with minimal assistance**
☐ **worked with some assistance**
☐ **required constant supervision and assistance**

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

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Rubric and Checklist

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance



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